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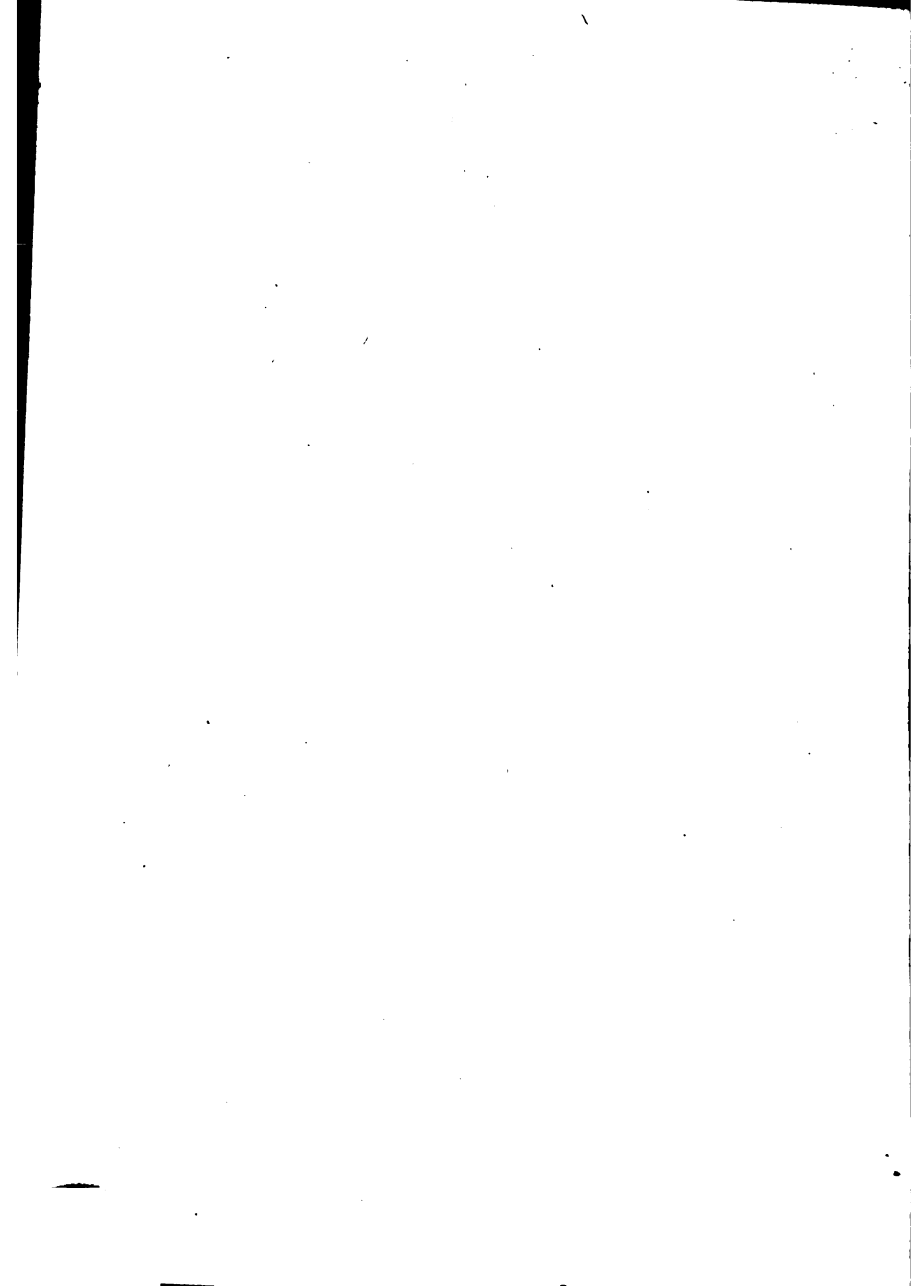
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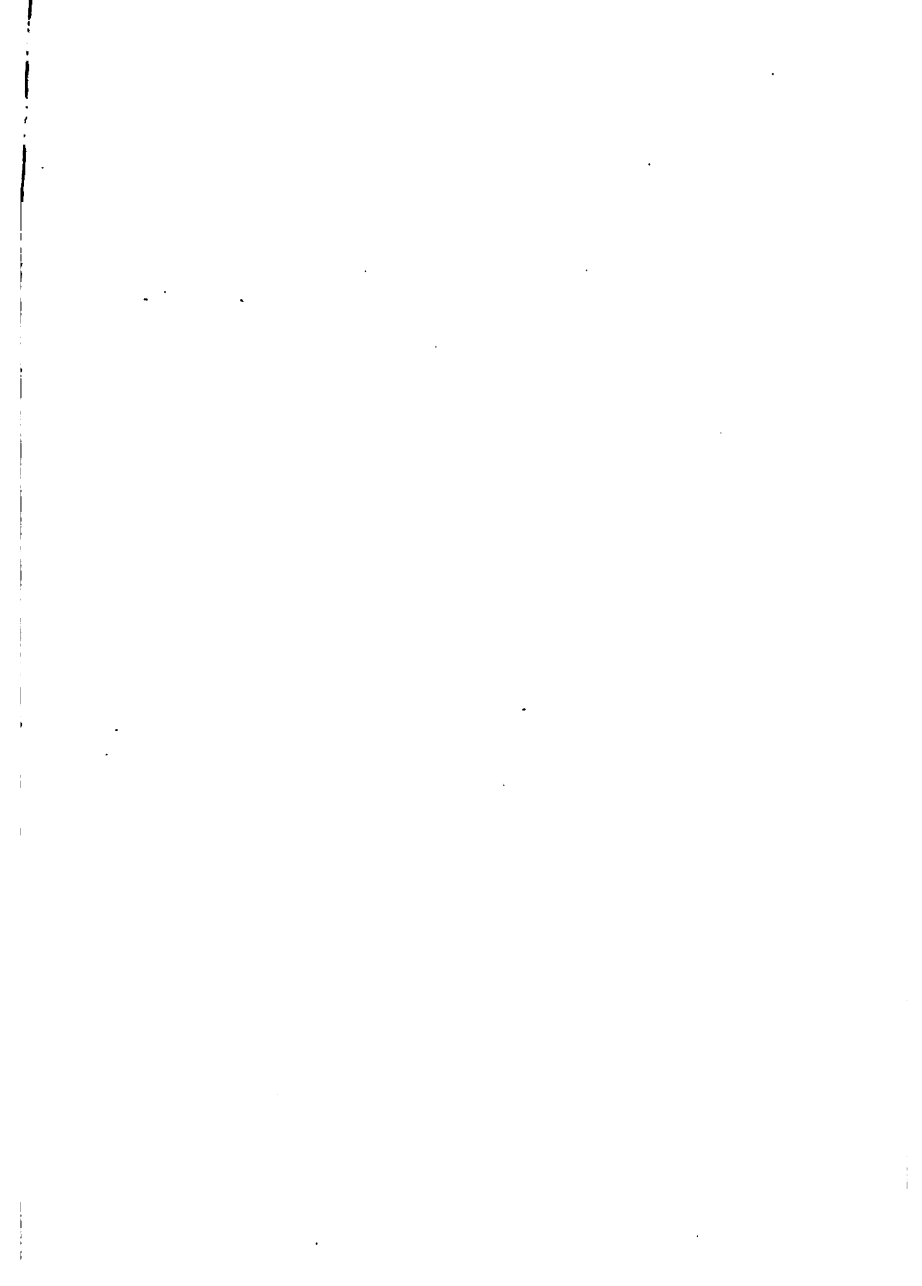


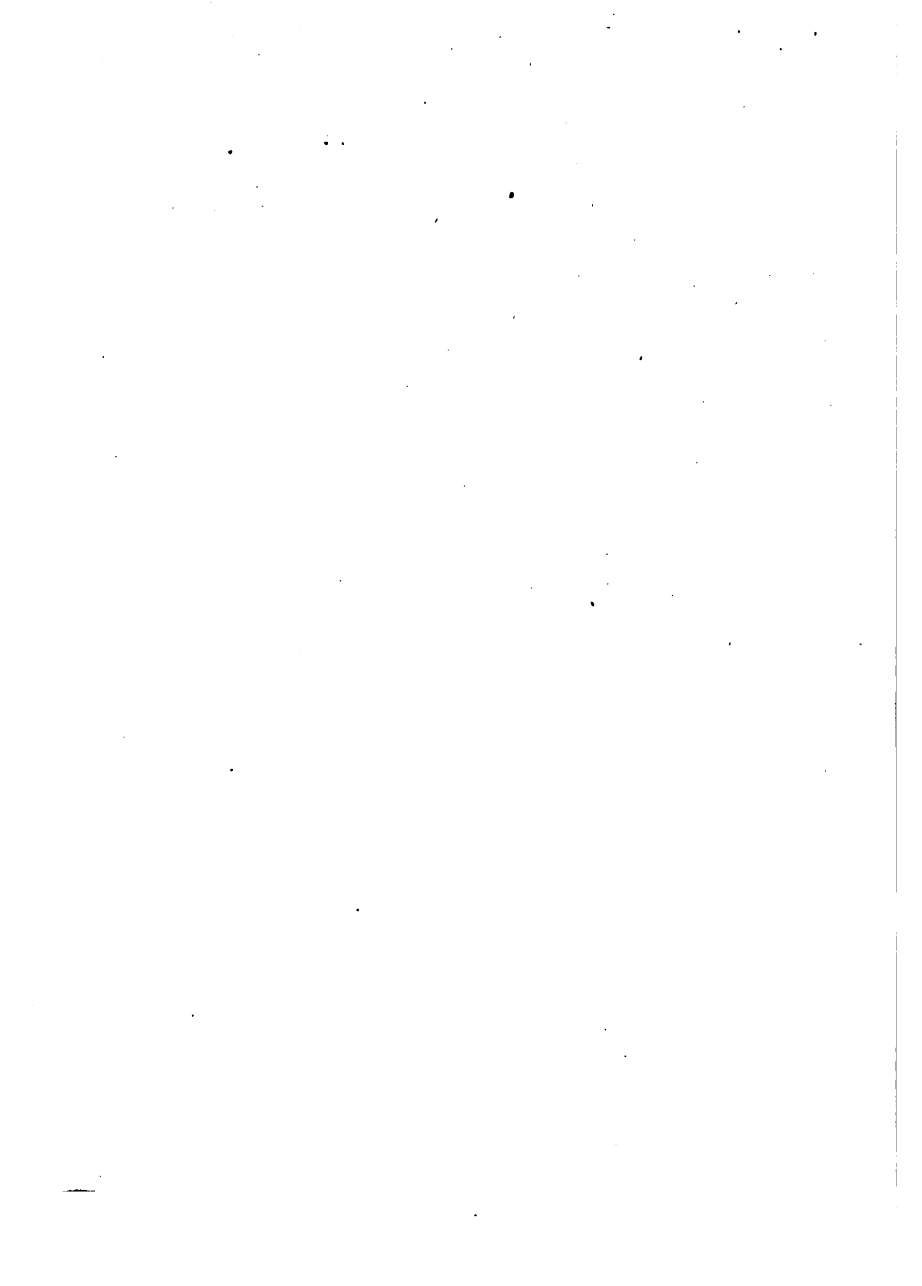
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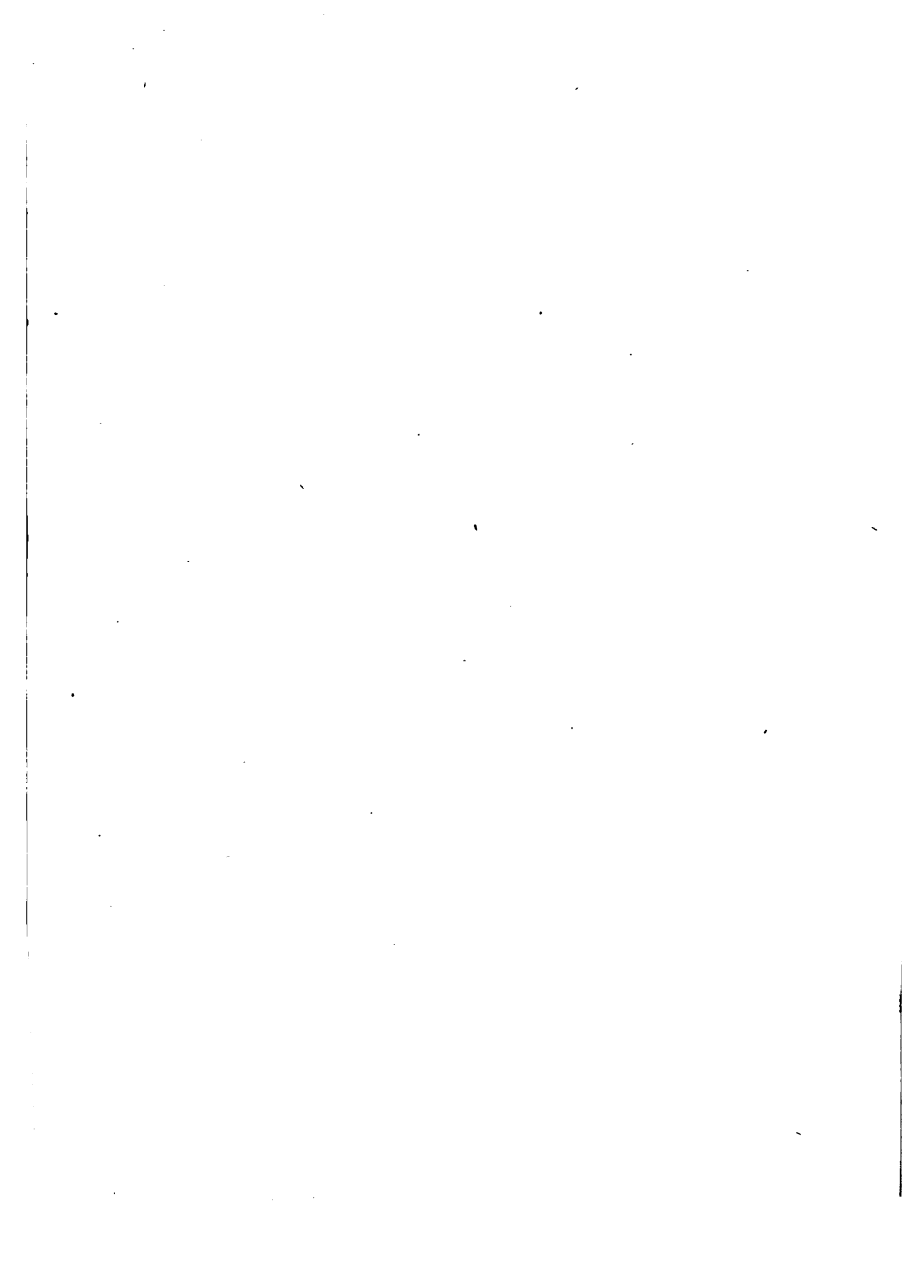


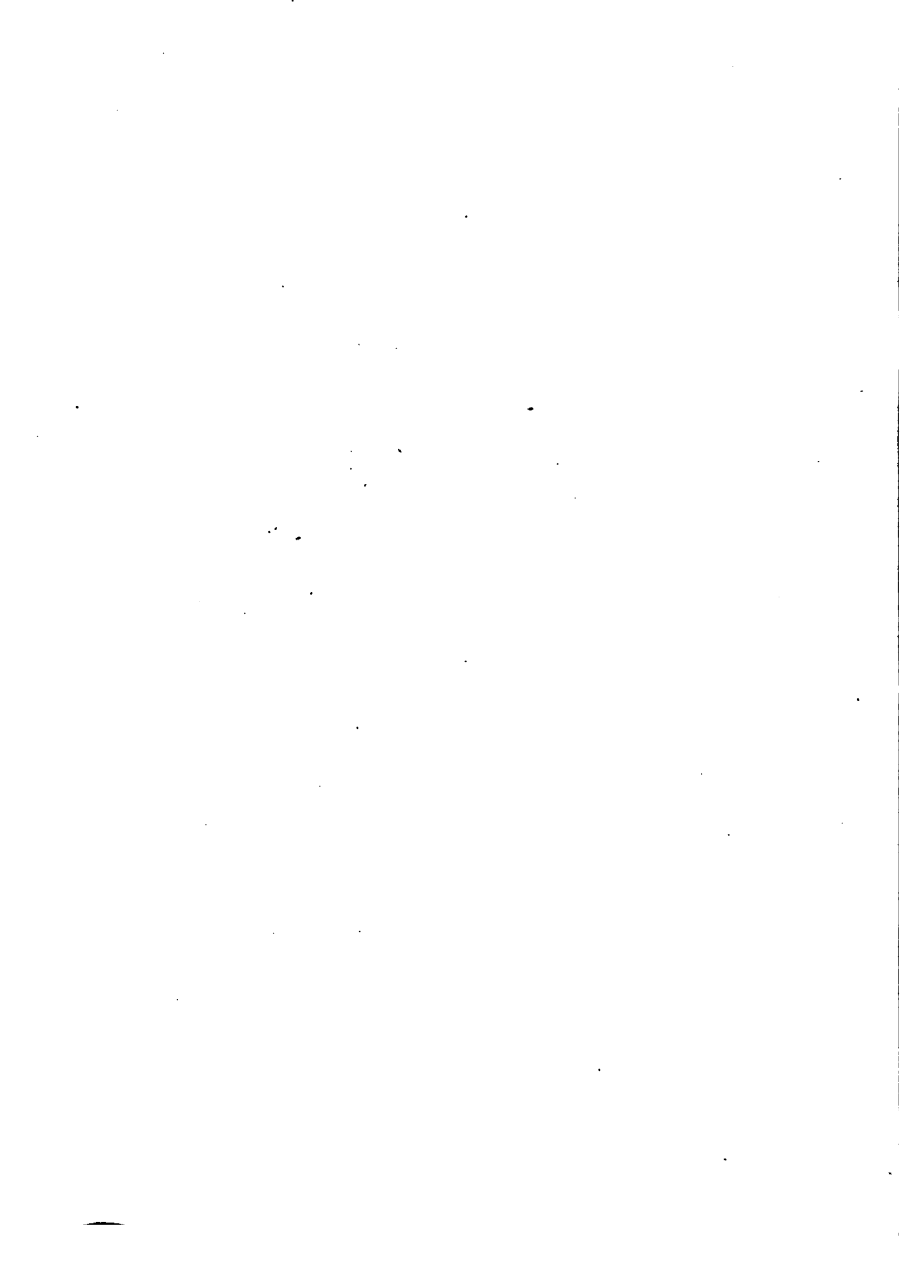












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JEROME B. HOWARD, EDITOR.



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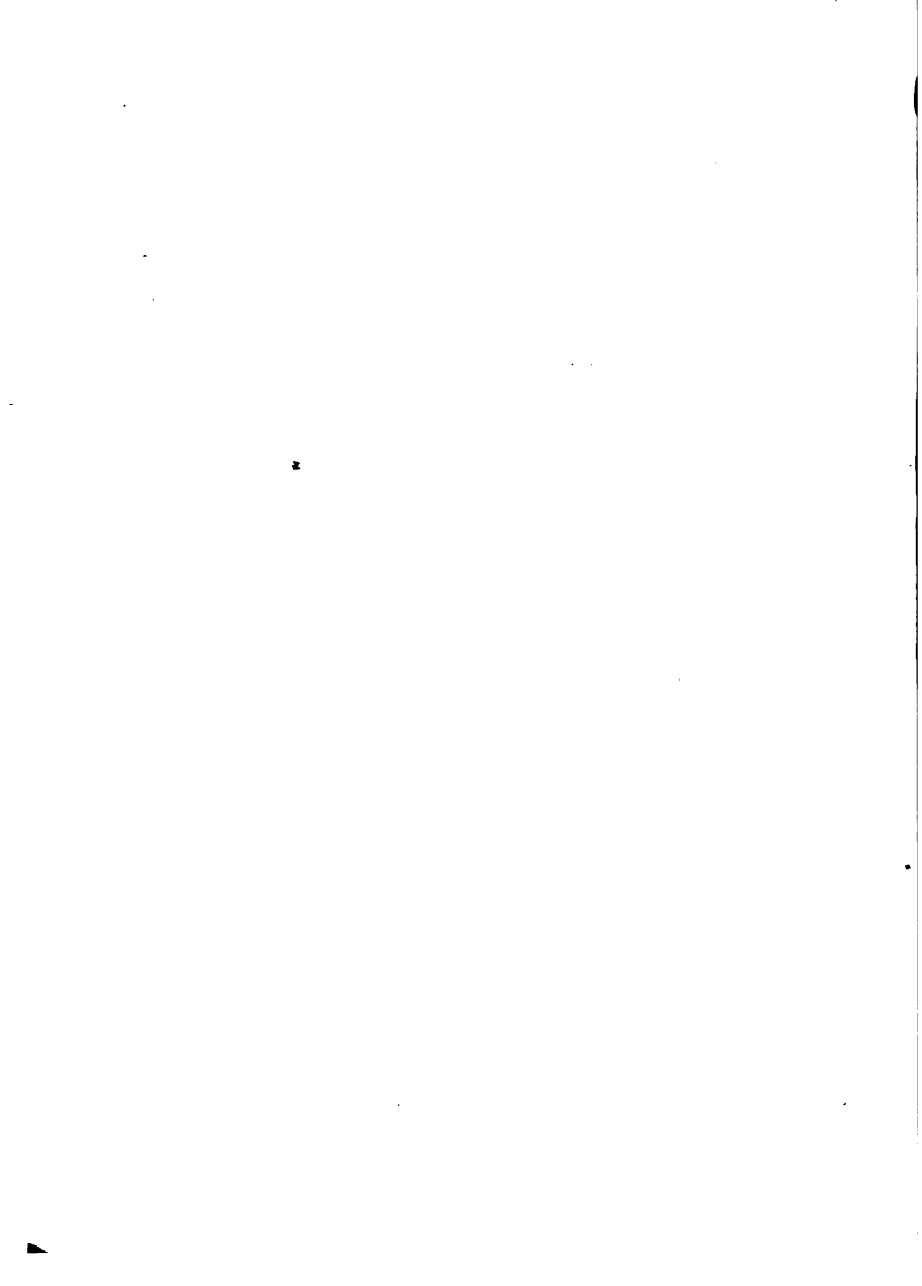
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FOURTEENTH ANNUAL CON- VENTION OF THE NATION- AL COMMERCIAL TEACH- ERS' FEDERATION.

The National Commercial Teachers' Federation held its fourteenth annual convention in the Galt House, Louisville, December 27 to 30. For the first time in the history of the Federation all the sessions, general and sectional, were held under the roof of the hotel headquarters, a plan possible of execution in but a few of the great inns which like the Galt House have numerous and spacious halls and corridors. The plan proved eminently satisfactory, since it tended materially to increase the opportunities for social intercourse and good fellowship that have always been such delightful elements of these conventions. The local arrangements, which were cared for by the Falls City Commercial Teachers' Association, were complete to the last detail, and never was a convention more thoroughly enjoyed by the visiting members of the Federation.

The regular exercises began Tuesday morning, December 28, Monday evening being given over to an informal reunion of the incoming members. The mayor of Louisville, Hon. W. O. Head, welcomed the visitors with something more than perfunctory warmth and took occasion to pay an eloquent tribute to the teacher's calling, and to say something of the plans and

ideals cherished by Louisville for the development of her schools. A cordial and felicitously humorous greeting was also uttered by F. C. Nunemacher, president of the Louisville board of trade, who, speaking seriously, dwelt feelingly upon the noble opportunity in the hands of the commercial teachers of today to shape the commercial mind of the next generation in accordance with high ideals of service and of character. His two admonitions were, Teach the young to be upright in character; teach them to do their work in systematic and not in haphazard ways.

A. D. Wilt, president of the Miami Commercial College, of Dayton, Ohio, responded in well-chosen words to the greetings of the local dignitaries, referring at some length to the character of the special field occupied by the private commercial school and showing that it is not in antagonism to the common or high school, or the university, but that it supplements them all.

In his annual address President Lockyear reviewed the modern changes in office methods and the means taken and yet to be taken by the commercial schools in order to keep pace with these changes. He recommended (1) that the constitution of the Federation be so amended as to relieve the executive committee of some part of its duties by dividing them with the advisory council; (2) that the advisory council be reorganized so as to in-

clude in its membership the presidents of the Federation and the affiliated bodies; (3) that steps be taken to carry into effect the suggestions contained in the paper read at the Indianapolis convention by Mr. Kimball relative to the formation of a committee empowered in all proper cases to place the seal of the Federation's approval upon advertising matter submitted to it by schools represented in the Federation.

At a later stage of the proceedings amendments were adopted by



M. H. Lockyear.

the Federation carrying into effect the first two recommendations, while the third was referred to the Private Commercial School Managers' Association, as being more particularly within the province of that section.

The reports of the secretary and treasurer showed the Federation to be in a healthy condition, though the cash balance on hand is lower than at any time in many years past.

At the evening session Allen R. Foote, president of the International Tax Association, and commissioner of the Ohio State Board of Commerce, read a convincing pa-

per on "The Value of Scientific and Accurate Accounting." "More failures in the management of personal affairs, in the management of private business conducted individually or by partnerships or corporations, and more losses in the management of public business are due to the lack of scientific and accurate accounting," said Mr. Foote, "than to any other cause; I think I may safely say, than to all other causes."

The point of emphasis in Dr. H. M. Rowe's paper, "Need of Improvement in the Business Course," was the condemnation of the habit prevalent among many business schools of accepting and parading "individual instruction" as the normal method of teaching commercial branches. Dr. Rowe pled for class instruction as the true standard, and, while he did not denounce the resort to individual teaching in certain cases, he characterized it as a mere educational expedient, justifiable only as a means of dealing with exceptional conditions.

This paper elicited a pretty warm discussion, which was participated in by Robert C. Spencer and Col. George Soulé, among others.

At the opening of Wednesday's session Wm. Allen Dyer, vice-president and general manager of the Smith Premier Typewriting Company, gave an appreciative review of "The American Business College and Its Product in Many Countries."

R. A. Brubeck, principal of the New London (Conn.) Business College, followed with "A Reconstructive Suggestion," which proved to be more than a suggestion—an eloquent plea, in fact, supported by sound argument, for methods of securing patronage for business colleges that shall be beyond reproach.

A reconstruction in particular of certain advertising methods was especially recommended.

Thursday evening's session was wholly given up to the splendid address of Col. Soulé, president of Soulé Commercial College and Literary Institute, of New Orleans. Colonel Soulé presented "The Views and Sentiments of a Pioneer Business Educator of Fifty-three Years' Service," and held his audience at fixt attention for over an hour while he recounted the past of commercial education in America, weighed discriminatngly its present status and tendencies, and pointed out what it must become in order to meet the demands of the future. Of accountancy, as its most important special phase, he said:

Accounting knowledge is to the business man what a knowledge of navigation is to the mariner. He is not a safe navigator who does not, at all times, know the latitude and the longitude of his ship. And he is not a safe business man who does not at all times know his debit and credit, his resource and liability, his loss and gain, and his capital or insolvency standing. This knowledge is not inherent in man and cannot be determined by any amount of royal blood, by a knowledge of the sciences, of the languages, of history, of psychology, of law, or of medicine; nor can it be determined by any equation of statesmanship, nor by any plus or minus quality of genius, skill, and adroitness in the realms of modern politics. It can only be possess by a knowledge of accounting, which it is the special function of business schools to impart.

At the concluding session on Thursday able papers were read by H. E. Read, of Brown's Business College, of Peoria, Ill., on "Teaching Salesmanship in Commercial Schools," and B. F. Williams, president of the Capital City Commercial College, of Des Moines, Iowa, on "Business Education of the Future."

Among the important resolutions

adopted by the Federation in the business sessions were memorials of respect for the following members who died within the preceding year: W. C. Stevenson, a former president of the Federation; W. I. Tinus, former secretary and president of the shorthand section; and Warren H. Sadler, former president of the Bryant and Stratton Business College of Baltimore, and an honored pioneer in commercial education.

A resolution was also adopted expressive of the appreciation of the



Enos Spencer.

Federation of the life and services of William T. Harris, late United States Commissioner of Education, one of the first to teach commercial branches in public school instruction, and a steady supporter of commercial education during his long term of service in the Education Bureau.

Resolutions were also adopted commending the report of the committee on simplified spelling (Gertrude O. Hunnicutt, chairman), continuing the policy of the Federation in using simplified word-forms in the printing of its proceedings, and suggesting Miss Hun-

nicutt for appointment on the advisory council of the Simplified Spelling Board—this last-mentioned action being taken in response to the invitation of the Board.

The officers for the ensuing year are: Enos Spencer, Spencerian Business School, Louisville, president; A. D. Wilt, Miami Commercial College, Dayton, first vice-president; Mary S. Horner, Waterloo Business College, Waterloo, Iowa, second vice-president; C. A. Faust, Chicago, treasurer. J. C. Walker, Detroit, holds over as secretary.

Chicago was chosen as the place of meeting in December, 1910.

The "Old Kentucky Dinner" given by the commercial teachers of Louisville to the visiting members was the fitting climax of the week's work and play. Over three hundred guests seated in the great dining hall of the Galt House gave appreciative attention to the tempting delicacies of the Blue Grass State, including Ohio river catfish, Breathitt county opossum, Blue Grass turkey, and Kentucky corn pone. The regular waiters of the hotel were assisted by a special corps of colored mammys in spotless white aprons and brilliant bandanas, and the good things were eaten to the songs of a chorus of two dozen "plantation darkies," who gave "Old Black Joe," "Dixie," "The Old Folks at Home," and "My Old Kentucky Home" as only a chorus of Kentucky negroes can.

The banquet, which began at 6.30, was followed by the following toasts, which, with others of a volunteer and extemporized character, kept the company alive with the fire of fun and good-fellowship till long after midnight:

Shelling the Woods—Hardin Lucas, assistant superintendent of schools, Louisville; Playing Possum—Frank C. Nune-

macher, president Board of Trade, Louisville; The Business Woman—Elizabeth Van Zant, Omaha, Nebraska; Our Nation—H. E. Read, Peoria, Ill.; The East—E. E. Gaylord, Beverly, Mass.; The Great West—C. P. Zaner, Columbus, Ohio; The Southland—W. D. M. Simmons, Nashville, Tenn.; Kentucky—Capt. J. T. Gaines, principal Commercial High School, Louisville; This Occasion—Dr. T. M. Hawes, Louisville; Pioneer Days—L. L. Williams, Rochester, N. Y.; Beans—F. E. Lakey, Boston; The Mother's Slipper—Durand W. Springer, Detroit, Mich.; The Art of Raising Cain—Jerome B. Howard, Cincinnati.

The Federation is a healthy plant, and there will be many more conventions, but never again can it be expected that there will be just such a one as that at Louisville. It will live unforgotten in the heart of every one who was there.

THE NATIONAL SHORTHAND TEACHERS' ASSOCIATION.

On Tuesday afternoon the National Shorthand Teachers' Association was called to order in the main hall of the Galt House by F. M. Van Antwerp, of the Spencerian Commercial School of Louisville. With a few well-chosen words he cordially welcomed the teachers.

W. D. M. Simmons, of Nashville, president, then formally opened the session. In his presidential address short courses of instruction and the writing of text-books for such courses were condemned. The address was forceful and suggested that teachers develop more "ginger" and utilize it in their work.

The report of Secretary Frank E. Haymond (Lockyear Business College, Evansville, Ind.) showed the work of the Association to be in prosperous condition, and that much effort had been put forth during the year in the enlarging the membership.

The prepared program was then

taken up, the first paper, "Today's Conditions in Shorthand; Training Students to Meet Them," being read by Mrs. E. M. Platt, of Platt's Commercial School, St. Joseph, Mo. The best reporters of today, the reader declared, are young men and women. Business men are demanding more competent office stenographers. There is opportunity as never before for high-grade workers. To meet the growing opportunities the reader recommended the establishment of entrance examinations; greater individual attention to members in mixt classes; the use of dictation as soon as the principles are mastered; and any necessary lengthening courses.

"A Practical Method of Teaching the Principles of Shorthand by Phonograph," was the title of a paper by F. E. Granger, of the Granger Business Schools, Aberdeen, S. D. Mr. Granger thinks phonographs will increase the demand for expert stenographers and for more accurate and faster typewriting. He also thinks it develops closer attention in class work. His plan is to use the telephone system and have the receivers in the typewriting room. Wires can be run so that receivers can be placed to the ear and the students immediately begin their work.

The discussion of this paper showed a tendency toward longer courses and greater proficiency.

The first paper of the second day's session, "Matter and Methods for Beginning Dictation," by M. M. Lain (Lain Business College, Indianapolis), advocated training in "hearing straight." "Give a sentence to a student and have him repeat it to the next, and so on, around the class. Have the last one

dictate the sentence to the class, and note the result." Publishers, the reader asserted, should not market text-books that have not been edited by a competent authority on English.

"Shorthand and Its Affinity" is the title of a paper, by Miss Mary S. Horner, of the Waterloo Business College, Waterloo, Iowa, that excited a good deal of curiosity in advance of its reading. The affinity proved to be Miss English. The imperative necessity for the possession of a practical mastery of good English by the stenographer was well enforced. For dictation Miss Horner advises the occasional use of the English classics, sermons by able preachers, and now and then a chapter from the Bible. Personal letters descriptive of journeys also make good dictation matter.

"How to Develop Intelligence and Common Sense with Dictation and Transcript Work," by Frank H. Arnold, of the Crawfordsville (Indiana) Business College, was a terse and forceful paper. "We as shorthand teachers dream dreams and see visions. We see John Jones of today as stenographer, tomorrow as business manager. Why not give Student Jones matter and training that will help Manager Jones?" He emphasized the value of "straight hearing" and good order on the part of the student, and of close attention when notes are being read. "We take it for granted many times that the average student knows many things he does not know. Teaching care in listening and the making of good transcripts is teaching business common sense and intelligence."

In the discussion Mr. White warned teachers not to allow stu-

dents to think that small words, such as *the, a, an, and*, are *little* things.

Further discussion and a demonstration in teaching touch typewriting ended the day's session, E. E. Gardner, of Lansing, Mich., conducting the demonstration.

"Why Some Stenographers Fail to Get and Retain Positions," by Alice M. Owen, of the employment department of the Smith Premier Typewriter Co., Kansas City, Mo., was the first paper read at the third session. Many stenographers can not transcribe accurately; many think it all right to substitute one expression for another; some can spell, but many can not. There are more positions lost because of poor spelling than any other one reason. Miss Owen emphasized the importance of proper dress, of punctuality, and of care in speech. "Do not tell anything at the office about yourself, and do not tell anything about the office outside of it," was her wise admonition to the young stenographer. "Stenographers should be able to lay claim to the 'Three A's'—ability, application, adaptability." A vote of thanks was tendered Miss Owen for her excellent paper.

"Some Ways in Which the Short-hand Graduate May Be Made More Efficient," is the title of the paper read by Mae Lewis, of Shelby Business College, Shelbyville, Ill. Miss Lewis does not approve of short courses or of the idea that a student shall get a little knowledge and then a position, and finish his education in the office. This injures the school and the profession. She teaches spelling by daily study, reviewing on Friday. Misspelt words must be looked up in the dictionary, properly pronounced and defined,

and the student must be able to use such words in sentences if called for. Spelling books are collected and marked; monthly reviews are held, and an average grade of ninety per cent is required. In grading typewriting papers, Miss Lewis deducts one per cent for each error, except in the case of erasures and strikeovers, for which she deducts two and three per cent. For graduation in shorthand and typewriting Miss Lewis requires 150 words a minute for 15 minutes, the same to be transcribed in fifty minutes.

In the discussion Miss Horner stated that Waterloo Business College uses civil-service matter and marks according to civil-service rules. Mr. Ross (Elliott Commercial School, Wheeling, W. Va.) gives tests five days in the week, dictates at the rate of one hundred words a minute, enough matter to be transcribed in two hours at twenty words a minute.

In the paper "Earning While Learning in Model Office," by Arthur C. Minter, of Draughon's Business College, Atlanta, Ga., some important points were: Schools should be conducted as nearly like a business office as possible; employ a teacher that is competent; give her leeway, and let her "make good or hike." In his department he has an Addressograph, Multigraph, Rotary Neostyle, Burrough's Adding Machine, etc., and the students get the money for the work. Their charges are: filling in addresses, \$2.50 a thousand; multigraph letters, \$2.50 a thousand; addressing envelopes, \$2 a thousand.

"Touch Typewriting Correctly Taught is Practical," was the thesis maintained by George E. Dougherty, of The Actual Business Training School, Topeka, Kan. Mr.

Dougherty requires that the keyboard be memorized before the student goes to the machine.

On behalf of the committee appointed in Pittsburg in 1907 to consider the scientific arrangement of the typewriter keyboard (W. D. M. Simmons, chairman, R. E. Tulloss, vice-chairman), Mr. Tulloss submitted a report showing that a great deal of time and systematic, scientific study had been given to the subject. He suggested some minor changes be made and tried out by the teachers during 1910. A vote of thanks was given the committee for its thorough report. It was also decided that the committee be retained in service another year. Miss Hunnicutt moved and it was ordered that a copy of the report of the keyboard committee be sent to the typewriter companies.

The following were elected officers for 1909-10: President, F. E. Haymond, Evansville, Ind.; vice-president, Mrs. E. M. Platt, St. Joseph, Mo.; secretary, J. Walter Ross, Wheeling, W. Va.

WILLIAM DOUGHERTY GARNETT.

A BIOGRAPHIC SKETCH.

At its annual convention, held last August in Fort Worth, the Texas State Stenographers' Association elected as its president a young reporter who, not yet thirty years of age, has won an enviable reputation as a shorthand reporter of the highest professional standing.

William Dougherty Garnett was born in Gainesville, Texas, February 15, 1880, and graduated from the high school of his native city with second honors at the age of seventeen. During the following three years he was a student in the

academic department of the University of Texas, at Austin, and became a member of the Sigma Alpha Epsilon fraternity.

During the summer of 1899 he studied Benn Pitman phonography in the Gainesville Business College, under the instruction of Miss Lissa Morris, and in the following February he went to work as a stenographer for M. A. Joy, capitalist, of Terrell, Texas. In 1901 he made two changes of position that re-



W. D. Garnett.

sulted in his getting experience in real-estate, insurance, and law-office work.

In the fall of 1901, only a little over two years after making his first acquaintance with phonography, he did his first work in court reporting, being employed by the attorneys of the Western Union Telegraph Company to report a number of cases to which that corporation was a party. For the next two years he did a good deal of court and general reporting in connection with his regular office work, and he was appointed a notary public.

October 30, 1903, he was appointed official court reporter of the sixteenth judicial district of Texas,

by Hon. D. E. Barrett, the presiding judge.

After performing the duties of his official position for two years, Mr. Garnett resigned and spent several months of the sessions of 1905-06-07 in the law department of the University of Texas. Passing the required examination before the board of legal examiners at Austin, with a grade of ninety-six per cent, he was, in March, 1907, admitted to the bar of Texas.

During the intervals between sessions he was busily engaged in law and general reporting, earning the means to carry on his legal studies.

In December, 1906, Judge Clem B. Potter (vice Judge Barrett, deceased) appointed Mr. Garnett to his old position in the sixteenth judicial district, and he has held it ever since.

Mr. Garnett has been prominent in association matters for some years, having served the Texas State Stenographers' Association as its executive committeeman and vice-president successively before his election to the presidency as mentioned above.

On the first of the present month Mr. Garnett entered into a partnership with one of the most prominent law firms of northern Texas, under the style of Stuart, Bell & Garnett, and it is not difficult to see that the shorthand reporting profession of Texas is about to lose one of its brightest lights. It is the old story of the greater opportunities offered by the legal profession for gaining honors and emoluments that have tempted so many of the ablest law shorthand reporters to join its ranks.

And who can blame them while conditions remain as they are in many states?—notably in Texas, where five dollars is the statutory

fee for the day's attendance in court, where ten cents is paid for a hundred words of transcript *reduced to narrative form*, where no extra fee for carbon copies may be charged, where free transcripts must be furnished to indigent litigants, and where the already over-privileged official shorthand reporter is permitted by the law to pay all and several his expenses for rent, stationery, and everything else!

The Texas State Association, of which Mr. Garnett is president, is making a vigorous protest and fight for fair treatment before the legislature now in special session, and a bill has been drafted which, if it can be past, will insure, at all events, living conditions for the future. To the support of this bill Mr. Garnett is devoting much time and his full energy.

Mr. Garnett was married in October, 1909, to Ethel Tyler, of Gainesville, and in that city they will make their future home.

BRYANT AND STRATTON BUSINESS COLLEGE, OF LOUISVILLE.

The engraving on the opposite page shows a corner of one of the most interesting of the many interesting class-rooms it has been our privilege to visit. It is here that beginning students of the Louisville Bryant and Stratton school (G. W. Schwartz, president) are led into a knowledge and mastery of Benn Pitman phonography by Mrs. K. K. Miller. In all the elements that go to the make-up of the ideal teacher of shorthand, Mrs. Miller is richly blest—in clearness of explanation, in exactness of illustration, in patience and persistence in drill, in vigilance to head off false conceptions of principles and to check



SECTION OF THE SHORTHAND DEPARTMENT, BRYANT AND STRATTON BUSINESS COLLEGE, LOUISVILLE.

faulty methods of practise, in winning manner and enthusiastic example she is never found wanting.

The school in which Mrs. Miller's work is done is one of the oldest and best known in Kentucky or in the South. In the heart of the present business region of Louisville, it occupies one of the few remaining buildings of its kind—an old Southern mansion-house of palatial size and structure. "Before the war" it was one of the centers of aristocratic society; during the great civil struggle it was successively seized and utilized as the military headquarters of the Gray and the Blue armies, as the fortunes of war gave possession of the city to each in turn. In these latter days, remodeled and modernized in all but its external architecture, it is the headquarters of one of the great commercial schools that modern commercial and educational conditions have called into being. The entire third floor of the building is given to the shorthand and typewriting departments, and a strong corps of highly trained teachers assist Mrs. Miller in this work.

The remaining floors are occupied by the class-rooms in which the various commercial and English branches are taught, and by the executive offices of the school.

In the advanced shorthand classes students are brought up to a working speed of one hundred words a minute in taking dictations, to be transcribed at thirty words a minute on the typewriter, as the minimum requirement for graduation—a requirement that is considerably surpassed by the average graduate of the school.

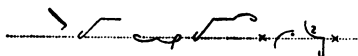
THE WORK OF THE GOVERNMENT STENOGRAPHER.

BY H. C. MILLER (CERTIFICATED TEACHER), PHILADELPHIA.

[The series of articles on the United States Civil Service, printed in the January, February, and March PHONOGRAPHIC MAGAZINE last year, were written by Mr. Miller and approved by the United States Civil Service Commission, as he was then an employee of the Commission, stationed as assistant secretary at Philadelphia, Pa., headquarters of the Third Civil Service District, including the states of New Jersey, Delaware, and Pennsylvania. A second series of articles from Mr. Miller's pen, embodying more detailed suggestions as to the preparation for and the work of the Federal stenographer, will now be printed in early numbers of the MAGAZINE.]

As to the actual duties of the stenographers and typewriters employed by Uncle Sam's various departments it may be said that the first necessary element is accuracy. Benn Pitman writers know the real meaning, doubtless, of accuracy. In governmental practise this means accuracy of the stenographer in taking down dictation and accuracy in transcribing, and, further, in the preparation of his typewritten matter in the usual form for the service for which it is written. There is very little of "Dear Sir: I am in receipt of your favor of the 11th instant, etc. . . . Yours truly," in any Federal office, nor will ordinary arrangement of typewritten matter hold good much of the time.

Practically all correspondence is worded in the third person. One never says, "I believe the facts in this case are;" "The Department believes" is the formal phrasing. The War Department, The Navy Department, and in fact nearly all the nine departments use this form. It will change the whole structure of the ordinary business letter. If the let-



ter is written from some particular office or independent branch, it is usually in the name of the office, as "The Commission has the honor to request;" "This office is about to submit;" "The Bureau cannot consent," and so on. This is a minor detail to some minds, but if a new person prepare a number of letters and make them all in the first person, he would no doubt have the extra labor of rewriting them. The heads of departments and the President, if they choose, use the first person; they are vested with authority by the laws, and can properly say "I desire," or "I direct;" but in practically all correspondence below these officials the indirect style is used. Everything in a department is subject to the action of the head of that department, and in very few cases is absolute and final authority vested in a lower office or official. This accounts for the transaction of all business in the name of the service or department.

There are certain time-honored forms to be observed in the actual writing of communications. One addresses the head of the Treasury Department thus:

The Honorable
The Secretary of the Treasury,
Washington, D. C.

We address the head of the War Department,

The Honorable,
The Secretary of War.

And so on through the list.

Familiar forms of address or closing are entirely avoided in official correspondence, as all must know. The best form is held to open the letter with a plain "Sir:" and close "Very respectfully." Per-

sons are address in all ordinary cases by their titles, and the name of the official does not appear in the heading of letter or in the address. "The Collector of Internal Revenue, Cincinnati, Ohio," is a sufficient and the proper address. Nearly all letters signed by some official or other show below his signature his official status.

The departments at Washington have the final approval of all matters pertaining to their respective services throughout the United States. If one is employed at Washington he must therefore be exact in his writing of notes and in the transcribing thereof, for the directions, approval, and authority extended through his correspondence is final, and the local official out in the countryside must do just what his instructions from Washington call for. Every word and figure must therefore be correct. On the other hand, if one is employed at any of the offices outside of Washington, his work must be equally careful, since his reports furnish the basis of action by the head of the department at Washington, and if anything is wrong, then the whole matter is kept open with serious delay and embarrassment.

Many stenographers after a few years of service have charge of correspondence, with junior stenographers under them. Ability to conduct correspondence without actual dictation, combined with ability to take down accurately the more difficult shorthand work, such as the report of investigations, including testimony of witnesses, will help the government stenographer along quicker than anything else. In this day there is little effect of pull among these classified employees.

If one is able and interested in his work he can be advanced in a reasonable time and find his work very pleasant and profitable.

EDITORIAL.

BUSINESS LETTERS RECEIVED.

We return thanks to the many readers of the MAGAZINE who have sent us business letters in response to the request in the November issue of the MAGAZINE. No more will be needed at present.

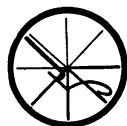
A copy of the *Phonographic Dictionary and Phrase Book* has been mailed to John P. Gallagher, Ottumwa, Iowa, as the one sending the *best* set of letters answering to the requirements of the original request.

THE EMBLEM.—MISS BOCKLAGE WINS THE PRIZE.

During the last month of the emblem competition no less than twenty-six designs were offered by the following Bann Pitman writers: Mrs. R. B. Croson, East Falls Church, Va.; Harry Heaphy, Chicago; Ben D. Mulligan, Los Angeles, Cal.; Ada V. Garmire, Madison, Neb.; Daisy Day Moore, Cincinnati; Miss Cordie M. Chase, Washington, D. C.; Mrs. May Arthur Littleford, Cincinnati; Mary M. O'Dowd, Cynthia, Ky.; Amy L. Young, Derby Line, Vt.; Frank Bierman, Armstead, Montana; Myrtle A. Denton, Amsterdam, N. Y.

In all just fifty-four designs were submitted, and it is an interesting fact that no two were exactly alike. Many excellent suggestions were made, and it was not altogether easy to select the one possessing the greatest number of good points.

The prize is awarded to Miss Margaret Bocklage, of Palmyra, Missouri, for the design shown below.



The emblem, as will be seen, is circular in form. The outer ring, typifying the circle from which all the curved phonographic characters are derived, appears in gold, as also do the words "Bann Pitman," written in unvocalized Phonography, as a phrase-form, in the middle of the field enclosed by the ring. The remainder of the field is filled in with a rich dark-red transparent enamel, through which may be seen, on the metal background, the radiating straight strokes of the phonographic alphabet. The emblem, which is the same size as the cut (five-eighths of an inch in diameter), will be made up in both button and pin form, so that it may be conveniently worn by either ladies or gentlemen. By the first of February it will be ready for distribution.

CORRESPONDENCE.

CRUDE INVENTIONS BY STENOGRAPHIC DABSTERS.

OTTUMWA, IOWA, Dec. 7, 1909.

Note the inclosed clipping originally printed in the New York *Herald*. I cut it from the *Ottumwa Courier*, and suppose it has been copied and re-copied by the different newspapers, especially the smaller ones, throughout the country.

To a certain extent, does n't this carry rather a wrong idea to the public? That is, would it not give them to understand that to become a stenographer one need only become acquainted with the rudiments of any system, and the rest is easy? While I am perfectly aware of the fact that there are many stenographers, and, I presume, reporters too, who "improve it in their own way," yet I should think that those men who become experts with any particular system, and in no way deviate from the principles laid down in that particular system, can and do read the notes of their colleagues. Is this not particularly true of the Bann Pitman system?

The clipping certainly speaks for itself as to standardization advocated by the MAGAZINE.

JOHN P. GALLAGHER.

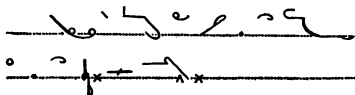
[INCLOSURE.]

"My stenographer was taken ill suddenly," said a well-known business man the other day, "and as I had dictated some important letters to him which I wanted written at once I took his notebook to a stenographic institution and askt for a man to translate the notes. Judge of my surprise when I was informed that no matter how good an expert a stenographer may be he cannot read the notes of a colleague."

"This is a common complaint of men who know nothing of stenography and have never studied it," said a shorthand reporter recently. "It is true, however, that no stenographer can accurately

translate another's notes. This does appear strange, but it must be remembered that stenography is by no means a perfect science. In fact, it is most imperfect, and there is great room for improvement. Therefore every intelligent person who studies stenography after he gets through the rudiments of it begins to improve it in his own way, invents word-signs and characters, and changes or alters those he has learned. As a result every stenographer's notes are stampd by his own individuality, a mystery to another, and therefore, with the exception of words most commonly used, it would be impossible to read another's notes accurately."

The trouble is as our correspondent intimates, and not as estimated by the shorthand reporter quoted in the *Herald*. There are a great many Pitman reporters who not only read the notes of their colleagues with ease and certainty, but have their own notes transcribed by assistants. Shorthand is an imperfectly mastered art. The great majority of latter-day students are superficially instructed and insufficiently trained, and have the responsibility of doing note-taking and transcribing thrust upon them before they are prepared to bear it. It is perhaps pardonable in them that, recognizing their inability to cope with the difficulties before them, they place the blame on the shorthand system instead of their own lack of mastery of it, and that they begin trying to patch up its supposed imperfections by crude inventions of their own. It is a notable fact that the greatest reporters invariably stick closely to the systems they write. It is the dabster who tinkers at his system. Unfortunately a woful proportion of "graduates" are dabsters.—Ed.



DOTS AND DASHES.

"PROCEEDINGS OF THE TENTH ANNUAL MEETING OF THE PENNSYLVANIA SHORTHAND REPORTERS' ASSOCIATION."—The "Proceedings" of the Scranton meeting of the Pennsylvania state association of shorthand reporters has just been published, and it maintains the high standard of excellence set in former years. Shorthand reporters everywhere will do well to get a copy by sending half a dollar to the secretary of the association, William M. Clift, 438 Land Title Building, Philadelphia.

ANNUAL MEETING OF THE NEW YORK STATE STENOGRAPHERS' ASSOCIATION.—At the annual meeting, held December 30, in Albany, the New York State Stenographers' Association elected Wm. C. Booth, New York, president; Edward J. Shalbey, New York, vice-president; John C. Donahoe, Elmira, secretary and treasurer; Spencer C. Rodgers, Troy, librarian. The association, which will hold its meeting next year in New York, on December 28 and 29, is said to have under consideration a plan to standardize shorthand reporting in New York on lines similar to those followed by the certified public accountants.

"THE STENOGRAPHER" REJUVENATED.—*The Stenographer*, after a Rip Van Winkle sleep of some years, has past into new hands and shows abundant signs of health and vitality. The January issue is "published by the Stenographer Company, 1233 Arch Street, Philadelphia." Editorially it is conducted by a "committee" consisting of Frank H. Burt, Dr. Edward H. Eldridge, and Bates Torrey, of Boston; Thomas Bengough, of Toronto; George A.

MacBride and Ida Ellis Turner, of Philadelphia. Nothing more than the bare mention of these names need be made to give assurance that *The Stenographer* will hereafter be "a creditable representative of the profession of stenography"—its modest aim, as stated in the "Foreword" of the new editorial committee.

WESLEY'S SHORTHAND JOURNAL.—The religious world is much interested in the newly-discovered cipher and shorthand diaries written by John Wesley and said to be so important that they will almost necessitate the rewriting of the life of the great religious leader. They will be embodied in the new standard edition of Wesley's Journal, shortly to be issued under the editorship of the Rev. Nehemiah Curnock, who has been laboring for years on the discovery and elucidation of these documents. It seems that at Oxford and throughout his public life Wesley kept a diary. At first this diary was kept from day to day, but as the years past it was kept every hour of the day, from four o'clock in the morning till ten o'clock at night. The first of the diaries discovered, as distinct from the journals, is in the possession of Mr. George Stampe, of Great Grimsby, a well-known collector of Wesleyan manuscripts and curiosities. In the second place, it has been known that a large quantity of Wesley's documents were in the hands of the Colman family at Norwich. Among these are many of the Oxford diaries, following immediately on those owned by Mr. Stampe. Another diary handed over to a friend by one of Wesley's executors found its way across the Atlantic, and it was discovered that the present owner is Bishop Hen-

drix, of Kansas.—*The Londoner, in the Boston Courier.*

THOMAS MAY PEIRCE PUBLIC SCHOOL DEDICATED IN PHILADELPHIA.—On December 10 the new Philadelphia public-school building named in honor of the late Dr. Thomas May Peirce was dedicated with fitting ceremonies. Addresses were made by Dr. Martin G. Brumbaugh, city superintendent of schools, J. Thornton Emery, principal of the new school, and other educators. A magnificent oil portrait of Doctor Peirce was presented by his family to the school, on the walls of which it will hereafter hang. The presentation address was made by Dr. Robert Ellis Thompson, president of the Central High School. In referring to the naming of schools heretofore erected in Philadelphia, William T. Tilden, chairman of the property committee of the Board of Education, said:

Most of the schools heretofore have been named for men who won distinction in other than educational fields, but tonight, happily, one is named for a man who spent his life as a teacher—Thomas May Peirce, who won recognized success as a grammar-school principal here in our own city, and afterwards founded a great commercial school, which still bears his name, and which is marvelously successful. The Thomas May Peirce Public School is a tribute to a great teacher, and the fact that a great public school has been named for one who spent his life merely as a teacher is an inspiration to many of us who are now engaged in the same profession.

PERSONAL.

SOME of our readers will remember the portrait of Winnie Frances Owens, of Greentop, Mo., which appeared in the MAGAZINE two years ago, together with a copy of her notes written at the rate of 130 words a minute. At that time Miss

Owens was eleven years old. She has since not only become still more proficient both in reading and writing shorthand, but has added telegraphy to her accomplishments and can send or receive a message as well as many veterans of the key. We are very sorry to learn that the young lady's studies have been sadly interfered with. While bending over some burning leaves, her clothing caught fire, and before the blaze could be extinguished she was nearly burned to death. Since the accident, which occurred in October, she has endured much suffering, and has been confined not only to her bed, but to one position. She is now safely convalescent, however, and it is hoped that she may soon regain her full measure of health and of enthusiasm for continued self-improvement.

SCHOOLS AND TEACHERS.

FRANCES M. STAPLES (certificated), of Stockton, Cal., having resigned her position with the Stockton Business College, in which she taught for nearly ten years, has established a school of shorthand and typewriting of her own in her home city with every prospect of success. She teaches Benn Pitman pure and simple.

GRADUATION DAY exercises of Peirce School, Philadelphia, held December 23, in the American Academy of Music, were up to the traditional high standard set by that institution in the past. The leading addresses were made by Senator Charles Dick, of Ohio, and Rev. Dr. John Wesley Hill, pastor of the Metropolitan Temple, New York City. The presentation of diplomas was made on behalf of the faculty by Vice-principal John A. Luman.

THE WEITZEL BUSINESS SCHOOL, of Pittsburg, has secured an ideal location for a suburban school in the Homewood People's Bank Building, on Homewood Avenue. A complete commercial course of instruction, including Benn Pitman phonography, is given to day and evening students. The principal, Mrs. Margaret M. Weitzel, is one of the most progressive and enthusiastic of teachers, and she is always seen at the national and local teachers' conventions on the alert for new ideas.

THE ANNUAL Christmas-tree entertainment of the Thibodeau Business College, of Fall River, Mass., was held on the evening of December 22. A splendidly-decorated tree, fourteen feet high, held a wealth of gifts presented by the students, teachers, and managing officers of the college to each other. The distribution of gifts was preceded by a delightful musical program. Miss Cynthia C. Atkinson (certificated), principal of the shorthand department, was the recipient of a handsome traveling-bag, the gift of her pupils.

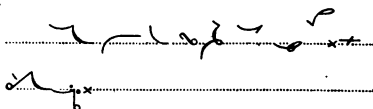
LOCKYEAR'S BUSINESS COLLEGE, of Evansville, Ind., gave its annual reception to new students on January 7. More than four hundred students and friends were entertained on that occasion. The main feature of the evening's program was an address by W. J. Burtscher, of Ruskin, Tenn., who entertained the audience with "A Knotted String of Fun and Philosophy." This was followed by a recitation by Lorris Mitchem, and readings from Riley by M. R. Kirk, the evening's entertainment concluding with some ge-

nial "Smiles" by M. H. Lockyear, president of the school.

H. B. BOYLES, president of Boyles College, Omaha, is maturing plans for opening an affiliated school in Council Bluffs, Ia. The Omaha school, Mr. Boyles is quoted as saying, "has grown to such proportions that I cannot well accommodate all the pupils. I have in my Omaha school nearly enough students from Council Bluffs to warrant the opening of a school there. I feel that with another school at Council Bluffs I can give better accommodation to local pupils, and I am sure it will be much more convenient." The Omaha school last year enrolled twelve hundred students. It furnishes instruction in shorthand, typewriting, bookkeeping, and telegraphy, and in all related subjects necessary to make these effective. Similar courses will be introduced into the Council Bluffs school.

AMONG many schools that have recently introduced the Benn Pitman system are the following:

Douglas Night School, Walnut Hills, Cincinnati, Ohio; Miss Kimball's School, Worcester, Mass.; Sherman County High School, Goodland, Kansas; Frank Hughes College, Clifton, Tenn.; Notre Dame Academy, Alameda, Cal.; State Normal-Industrial School, Ellendale, N. D.; State Normal and Industrial School for Women, Harrisonburg, Va.; St. Augustine's School, South Boston, Mass.; Convent of Mercy, Keyport, N. J.; Emerson Normal and Industrial Institute, Mobile, Ala.; St. Mary's High School, Pittsburg, Pa.; Cochran School of Phonography, Newport, R. I.



[Learners' Department.]

HAWTHORNE'S BIOGRAPHICAL STORIES.—Continued.

pretty sight, little personage, cradle slumbered peacefully, with its waxen hands under its chin, looking as full, blissful quiet as angels were singing lullabies, its. Indeed, must have been dreaming about heaven, while Ben stooped over, cradle, little, smiled.

“beautiful looks!” said Ben, himself. “What pity, is that such a pretty smile, not last forever!”

Now Ben, this, his, never heard that wonderful art, that appears, vanishes, moment, made, last, hundreds, years. (nobody, told, such art he, said, invented, himself, table near, hand there were pens, paper, colors, black, seized, pen, sheet, paper, down beside, cradle, began, draw, likeness, infant. While he, busied, this manner he heard his mother's step approaching, hastily tried, conceal, paper.

“Benjamin, son, what hast, been doing?” inquired his mother, observing marks, confusion, his

face.

first Ben) unwilling \ tell \ he felt as \
there might \ something / \ stealing \ baby's
face \ putting | upon \ sheet \ paper, \ as his
mother insisted, he finally put \ sketch into her hand,
then hung his head, expecting \ \ well scolded, \
when \ good lady) what) \ \ paper \ lines \ /
black \ \ uttered \ scream \ surprise \ /

"Bless \ \ cried \ \ is \ picture \ little
Sally!"

then \ threw her arms around \ friend Ben-
jamin \ kissed \ \ tenderly that he never afterwards
) afraid \ \ his performances \ his mother.

As Ben grew older, he) observed \ \ vast de-
light \ looking \ \ hues \ forms \ nature, \ in-
stance, he) greatly pleased with \ blue violets \
spring \ wild roses \ summer \ \ scarlet cardinal-
flowers \ \ \ \ decline \ \ year, when \
woods were variegated with \ \ colors \ \ rainbow,
Ben seemed \ desire \ better than \ gaze \ (from
morn till night, \ purple \ golden clouds \ sunset

were . . . he) continually endeavoring . . .
draw . figures . trees, men, mountains, houses, cattle,
geese, ducks . turkeys, with . piece . . barn doors
floor.

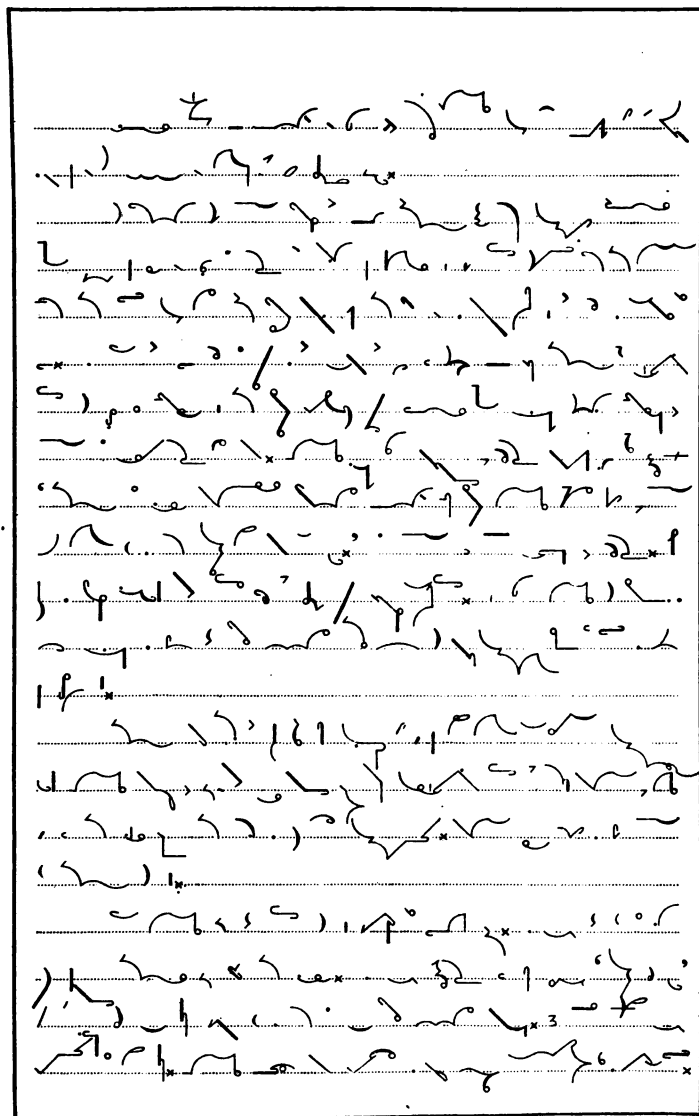
these old times . Mohawk Indians were still
numerous . Pennsylvania. Every year . party .
used . . visit . Springfield, because . wigwams .
their ancestors | formerly stood there. These wild men
grew fond \ little Ben . made . very happy \ giving
some . yellow paint with / (were accus-
tomed . adorn their faces. His mother . presented .
with . piece . indigo. Thus / | now three colors,—red,
blue . . could manufacture green \ mixing .
yellow with . blue, \ friend Ben) overjoyed doubt-
less, | his gratitude . . Indians \ taking their likeness-
es . . strange dresses / (wore, with feathers, toma-
hawks . bows . arrows.

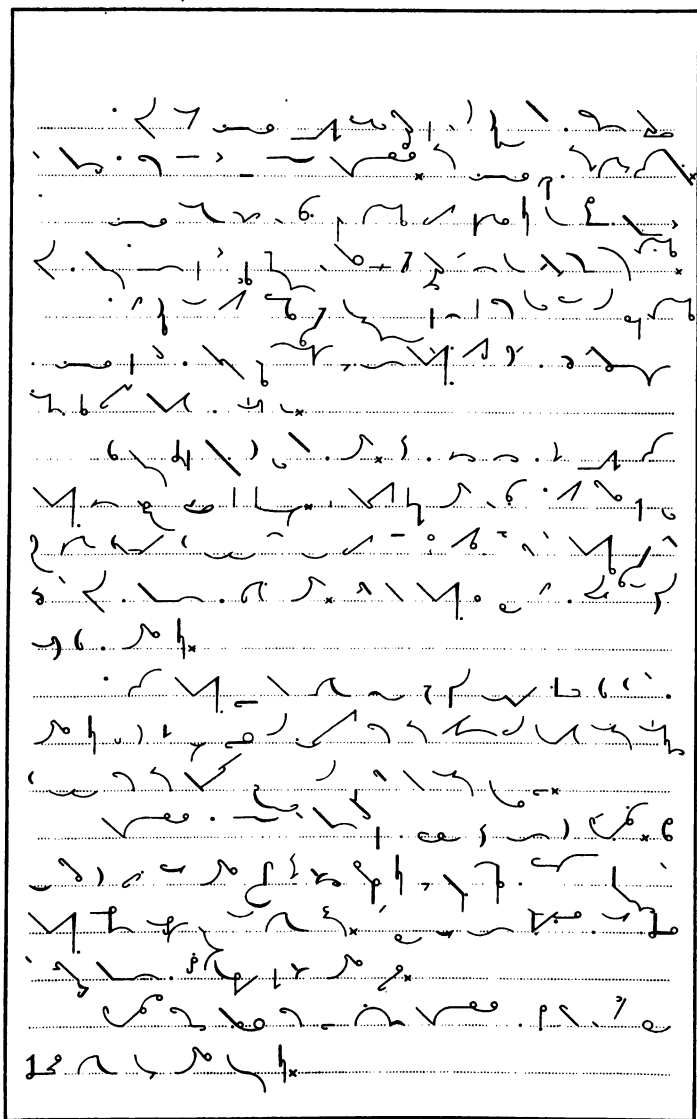
this | . artist | . paint-brushes; nor
were there . . unless he | sent . Philadelphia
purpose, (he) . very ingenious \ resolved .
manufacture paint-brushes \ himself. With this de-

[In the Amanuensis Style.]

LAMBS' TALES FROM SHAKESPEARE.—Continued.

Handwritten musical notation on a ten-staff manuscript paper. The notation is a form of musical shorthand, possibly a shorthand for a specific instrument or a simplified notation system. It consists of various symbols, including vertical lines, curves, and dots, written across the ten staves. The notation is dense and fills most of the staves, with some staves having more complex, multi-measure-like structures. The handwriting is in black ink on aged, slightly yellowed paper.

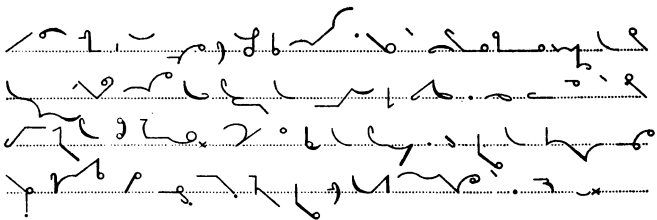




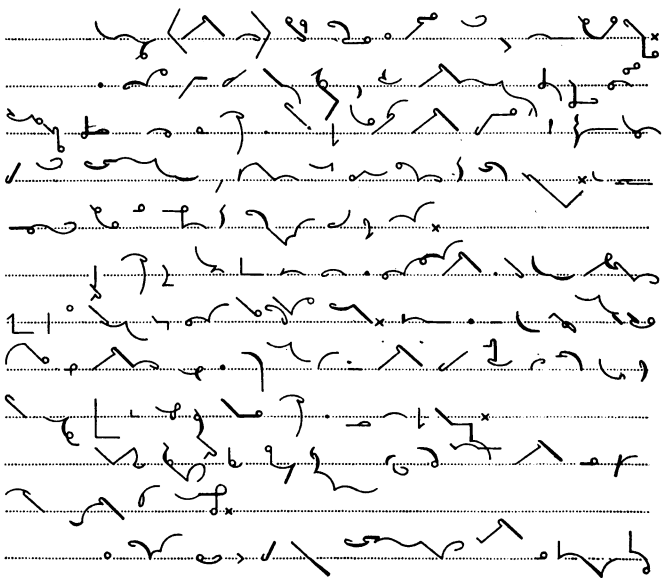
[In the Reporting Style.]

HOW THINGS ARE MADE.—Continued.

[illegible]



THE MAKING OF AUTOMOBILE TIRES.



The following is a sample of the shorthand system used in the Phonographic Magazine. It consists of a series of lines of shorthand notation, each line representing a word or phrase. The notation is written in a cursive, flowing style, with many loops and flourishes. The lines are arranged in a grid-like pattern, with each line starting at the same point on the left and ending at the same point on the right. The notation is a form of shorthand, where each symbol represents a letter or a group of letters. The symbols are often written in a way that makes them difficult to read, but they are designed to be quick and efficient to write.

Therefore very large, heavy-walled tubes are made from plates of steel, rolled in squares.

The first "cupping" process seems to have been patented in England by Remond in 1851, and was intended for small tubes as well as those of considerable size, but at the present time only the large tubes are made from plates. The amount of waste being known or approximated, and the volume of metal in the finished tube being calculated, we have two amounts, which, added together, indicate the approximate size of steel plate required for a given specification. Plates are made from the same grade of steel as are billets for the smaller sizes, and are shipped to the mills in squares varying in thickness from three-eighths inch to three inches, and in size from two to six feet across.

The corners are first sheared off to produce a circular disk, which is heated to redness, withdrawn and placed on the anvil of an immense hydraulic press, by which the plate is punched into a rough, shallow cup. The cup is again heated and punched through a smaller die to elongate or deepen it, and at the same time to reduce its diameter. Perhaps it goes a third or fourth time through a similar operation before it is ready for the finishing passes on the hot-draw bench. This apparatus consists of a heavy cast-steel frame or body, provided with a powerful hydraulic cylinder and a plunger which operates through the full length of the bench. Plungers of various sizes are used, according to the size required in the finished tube, and dies of successively decreasing diameter are dropped in recesses in the bench-frame in positions so that the heated elongated steel cup may be forced through them one after another, the final and smallest one pressing the steel down tight toward the plunger for the full length of the tube. The plate has now passed almost completely into tubular form, and the original head, or the bottom of the "cup," forms but a small proportion of it. Subsequent hot-drawing operations may be necessary to produce a tube with a smaller diameter, a thinner wall, or a greater length. Finally the head, or closed end of the tube, which remains until the last operation is completed, is cut off, and the process is finished.

Hot-drawn tubes are not as smooth as those which have been cold-drawn. The latter are listed up to and including five and one-half inches outside diameter, but occasionally it is necessary to produce tubes larger than this, with walls as smooth as possible; in such cases, if the tube is not too heavy, and not over eight inches in diameter, hot-drawn ma-

terial can be passed from one to three times through finishing dies, cold.

SPECIAL OPERATIONS.

For use as bushings, hose mandrels, roller bearings, lathe spindles, etc., the only preparation that is necessary on a seamless tube is to cut it to the proper length. But the uttermost boundaries of the possible uses of Shelby seamless tubing have not been found. A dozen years ago it had one destination only—the bicycle; now it has thousands of uses. Many of its applications are simple and direct, but in countless other instances it is merely the basis of more complex structures. To meet the demand for special forming operations, mills have been fully equipped for carrying out the heaviest and most difficult kinds of special work on tubing of all sizes and thicknesses. Machinery is designed for flanging and bending tubes for automobile axles, upsetting drill-rods, swedging, expanding, cupping, and tapering tubes, and other varied manipulations of a kindred nature.

[Reprinted by permission from *The American Machinist*.]

THE MAKING OF AUTOMOBILE TIRES.

BY SNOWDEN B. REDFIELD.

For many years the "rubber man" has been considered very close as regards information about the making of his various products.

A more or less ragged story bearing on this subject has it that one rubber manufacturer desiring to discover some of the secrets of one of his competitors disguised himself as a minister, and applying at the office of the rival rubber works he stated that he was looking for some general information in regard to manufacturing which would help him in a certain sermon he was endeavoring to prepare. After a critical examination of his face and his costume he was very politely shown through the mill.

At one point the minister asked if he might take home with him a small sample of the rubber, and upon having received permission he took out his penknife to cut a small piece from one of the piles near by. Before making a cut, however, he passed his knife blade between his lips, and as a

rubber man knows that a wet knife will cut rubber where a dry one will not, and very few other people know this fact, it took but an instant to seize upon the bogus minister and cast him out the back door.

Pursuant of this policy, it is not strange that there are many old-fashioned ways of making rubber goods, largely employing hand labor, still in existence.

As very little is known to the general public in regard to the manipulation of rubber, and as automobile tires are a product which is of very real interest at the present time, a description of the process of manufacture will not be out of place.

MECHANICAL MASTICATION.

The rubber gum in the crude state comes from the South American rubber plantations in irregular lumps, its general appearance and the size of the lumps depending upon the kind of gum. These irregular lumps of crude gum are soaked in hot water, the purpose of this being to soften and clean the lumps of gum. After this soaking for a considerable length of time, these lumps are passed through grinding or masticating machines.

These machines consist essentially of a pair of toothed rolls of very heavy construction and requiring considerable power to do their work. One of the rolls travels about three times as fast as its neighbor and, as intimated, both rolls are provided on their surfaces with heavy pyramidal projections, or teeth. The projections are in parallel rings around the rolls, and those on one row coincide with the grooves on the other roll, so that the two rolls, although each is provided with projections, and as said, one traveling three times as fast as the other, are made to travel quite close together.

The surfaces of the rolls are flooded with cold water, and the irregular lumps of gum which have come from the softening tank are thrown in between these rough rollers, which, it should be said, are of course both revolving inward, tending to draw the gum down in between them. The gum is very stiff, but the projections on the rolls draw it down between them, crowding the lumps into the very small space between the projections, and the different speeds of the two rolls cause the gum to be thoroughly crushed and torn apart; in fact the word "mastication," or chewing, describes this action best. It is in reality a very powerful tearing asunder of the fibers of the gum which is passed round and round through the rolls a great number of times until thoroughly masticated.

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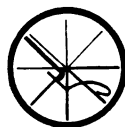
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The original documents of the official returns referred to in the paper "Shorthand in the Offices of the United States Government," read before the Eastern Commercial Teachers' Association by Mr. Fredric Irland, Official Reporter of Debates, United States House of Representatives, are open to inspection, at the office of the Phonographic Institute Company, Cincinnati, by all who may feel interested. These reports, duly signed by the chief clerks of the several departments of the United States Government, show that out of a total of 1579 shorthand clerks employed in the departmental offices 796 are writers of the Benn Pitman System. The proportionate use of other systems is shown as follows:

<div></div>	Benn Pitman, 796 writers, 50.4 %.
<div></div>	Graham, 242 writers, 15.3 %.
<div></div>	Munson, 86 writers, 5.4 %.
<div></div>	Isaac Pitman, 67 writers, 4.2 %.
<div></div>	Gregg, 66 writers, 4.1 %.
<div></div>	Cross, 45 writers, 2.8 %.
<div></div>	Barnes, 25 writers, 1.5 %.
<div></div>	Pernin, 25 writers, 1.5 %.

All others (totaling 14.8 %), less than 1 % each.

This means that schools teaching the Benn Pitman system have, during the last five years, furnished *more than half* of the successful candidates that presented themselves in all parts of the country for the United States Civil Service Examinations as clerk stenographers.

A copy of Mr. Irland's paper, with table of statistics, will be mailed free to any school officer or teacher of shorthand upon request sent to

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Cincinnati, Ohio.

BENN PITMAN, President.

JEROME B. HOWARD, Manager.

THE PHONOGRAPHIC MAGAZINE.

JEROME B. HOWARD, EDITOR.

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JEROME B. HOWARD, EDITOR.

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Whole Number, 338. }

CINCINNATI, FEBRUARY, 1910.

{ Five Cents a copy.
{ Fifty Cents a year.

THE WORK OF THE GOVERNMENT STENOGRAPHER—II.

BY H. C. MILLER (CERTIFICATED
TEACHER), PHILADELPHIA.

Practically every Federal stenographer has duties in addition to plain shorthand and typewriting work. It is frequently necessary for the stenographer to have charge, in person or by direction of an office assistant, of the filing of his correspondence and official documents. A knowledge of modern filing systems will be of great use to any one entering the Federal service. Nothing is ever thrown away, no matter how trivial or unimportant the subject matter may appear to be, and as it is every day necessary to consult past records, in order to take uniform action on cases which arise from day to day, or to secure necessary information for determination of new principles of procedure, the young stenographer who can put his matter in file properly has a great advantage to start with. It is very embarrassing to hold up high officials while searching for some required record, which may or may not be found. The idea must be to have but one place for any specific paper, letter, document, or article, to put it there always, and thus to be able to get it promptly when needed.

Ability to use the Mimeograph is a valuable equipment. This is not one of the subjects of examination, but practically every Government

office uses this or some similar duplicating device and, since only accurate and neat work can be sent out, any stenographer expecting to make good in Uncle Sam's service ought to qualify himself as a competent user of the Mimeograph.

The Multigraph is coming into use in some offices where the quantity of work justifies it. It is hardly expected, at this day, that the everyday stenographer and typewriter shall be called to operate the Multigraph. Some few months ago the Civil Service Commission held an examination for Multigraph operator which was really a test for first-class messenger boys qualified to use the Multigraph. From the departments at Washington letters are sent daily to many officials in the same line of work, and these letters will have to be written one at a time by the stenographer and typewriter unless he can turn out a good job on the duplicating device.

It is the duty of any efficient practitioner to keep himself familiar with typewriting devices, duplicating machines, etc., but it is doubly to his advantage, if he is seeking to make good with the Federal work, to be personally able to turn out good work on these machines.

The examination given by the United States Civil Service Commission for stenographer and typewriter is considered a rather severe test, but this is a well-considered point. If an easy examination were given, the successful applicant could

be used only for the easy work; and if it were sought to promote him, he would have to undergo a second and more difficult test. If he were again to be placed on higher work at a higher salary, another examination would be required. This is unsatisfactory, and would keep the standard of efficiency lower and make the status of employees rigid. The first-grade examination is given, therefore, at the start, and if the appointee proves efficient and faithful, and if opportunity offers to put him on higher work, or to raise his compensation, it can be done without any further examination or delay. A better grade of employees is secured by having the higher standard of examination as an entrance requirement.

Only first-class stenographers being successful in passing the examinations, those who aspire to enter the Federal employ will bestir themselves on the points covered in the examination and prepare not alone on these subjects of actual test, but also on the broad, general lines of practical familiarity with the typewriters, devices for duplicating typewriting, filing systems, etc., of the twentieth century, and full stenographic ability.

In all typewriting work there will be found, whether at Washington or in the local offices throughout the United States, a variety and amount of figures both in the body of letters and in office records and reports, that the ordinary stenographer would not contend with, save possibly in insurance or railroad work. It behooves the would-be Government stenographer to be exact in taking down figures, careful in writing them out, and resourceful in arranging them in a proper and neat manner. The tabulating

exercise in the examination gives applicants more trouble than any of the other typewriting subjects, and it is without doubt a weak spot with many otherwise competent operators. This subject is not included in the examination for purposes of curiosity or amusement, but is a valuable index to the future value of the work of the applicant.

As the stenography part of the examination and of the work is the most important and essential, the next article will deal with the standard set by the Commission, the working requirements one may be subjected to after appointment, and the instalment that follows will embody some practical suggestions as to the exact kind of matter in the examination test, and possible preparation therefor.

UNITED STATES CIVIL SERVICE EXAMINATIONS FOR STENOGRAPHERS AND TYPEWRITERS.

At the places and dates below given examinations will be held of persons who desire appointments by the government as stenographer in the departmental service; stenographer and typewriter in the departmental, the Isthmian Canal, or the Philippine service; typewriter in the departmental or the Isthmian Canal service. Readers who intend competing should write to the United States Civil Service Commission, Washington, D. C., asking for the "Manual" and for the form of application proper to the particular branch of service it is desired to enter.

A new feature in these examinations is a brief test in "report writing." A loose statement of five hundred words is given, and the candidate is required to make these

form a lucid and condense report of about 150 words—an exercise that should be a useful factor. It will have a weight of ten per cent in the entire test.

Alabama—Birmingham, March 29; Mobile, March 31; Montgomery, March 30. *Arizona*—Phoenix, March 22; Tucson, March 23. *Arkansas*—Ft. Smith, March 26; Little Rock, March 28. *California*—Fresno, March 16; Los Angeles, March 17; Redding, April 29; Sacramento, April 30; San Bernardino, March 21; San Diego, March 18; San Francisco, April 26. *Colorado*—Denver, April 26; Grand Junction, March 17; Montrose, March 16; Pueblo, March 28; Trinidad, March 26. *Connecticut*—Hartford, March 17; New Haven, March 29. *Delaware*—Wilmington, March 30. *District of Columbia*—Washington, April 26 (stenographer and typewriter), May 3 (typewriter only). *Florida*—Jacksonville, April 7; Miami, April 6; Pensacola, April 2; Tallahassee, April 4. *Georgia*—Atlanta, April 26; Augusta, April 9; Macon, April 15; Savannah, April 8. *Hawaii*—Honolulu, April 6. *Idaho*—Boise, April 12; Coeur d'Alene, April 16; Pocatello, April 11. *Illinois*—Chicago, March 30; Chicago, April 26; Peoria, April 1; Rock Island, April 2; Quincy, April 1; Springfield, April 2. *Indiana*—Evansville, March 17; Fort Wayne, March 24; Indianapolis, March 19; New Albany, April 1; Terre Haute, March 18. *Iowa*—Burlington, March 26; Cedar Rapids, March 28; Des Moines, March 25; Dubuque, March 29; Fort Dodge, March 24; Mason City, March 31; Sioux City, March 18; Waterloo, March 30. *Kansas*—Salina, March 22; Topeka, March 21; Wichita, March 23. *Kentucky*—Henderson, March 16; Lexington, March 30; Louisville, March 31; Newport, March 29. *Louisiana*—Alexandria, March 18; Baton Rouge, March 16, New Orleans, April 26; Shreveport, March 19. *Maine*—Bangor, March 22; Lewiston, March 21; Portland, March 23. *Maryland*—Baltimore, April 26; Cumberland, March 17; Salisbury, April 5. *Massachusetts*—Boston, April 26; Fall River, April 1; Pittsfield, March 18; Springfield, March 19; Worcester, March 16. *Michigan*—Detroit, March 19; Grand Rapids, March 17; Marquette, March 22; Saginaw, March 18; Traverse City, March 16. *Minnesota*—Crookston, March 11; Duluth, March 10; Mankato, April 1; St. Paul, April 26. *Mississippi*—Hattiesburg, March 26; Holly Springs, March 22; Jackson, March 25; Meridian, March 28; Tupelo, March 23. *Missouri*—Joplin,

March 17; Kansas City, March 18; Poplar Bluff, March 29; St. Joseph, March 19; St. Louis, April 26; Springfield, March 16. *Montana*—Billings, March 28; Butte, April 5; Missoula, April 6. *Nebraska*—Grand Island, March 21; Lincoln, March 19; Omaha, March 22. *Nevada*—Reno, May 2. *New Hampshire*—Concord, March 30; Lancaster, March 25; Portsmouth, March 31. *New Jersey*—Camden, March 29; Newark, March 28; Trenton, March 28. *New Mexico*—Albuquerque, March 25; Santa Fe, March 24. *New York*—Binghamton, March 26; Buffalo, March 23; Elmira, March 25; Jamestown, March 24; New York, April 26; Ogdensburg, March 19; Poughkeepsie, March 16; Rochester, March 22; Syracuse, March 21; Troy, March 17; Utica, March 18. *North Carolina*—Asheville, March 28; Charlotte, March 29; Goldsboro, March 31; Greensboro, March 30; Wilmington, April 1. *North Dakota*—Bismarck, March 14; Fargo, March 12. *Ohio*—Cincinnati, April 26; Cleveland, March 22; Columbus, March 21; Toledo, March 23. *Oklahoma*—Muskogee, March 25; Oklahoma, March 24. *Oregon*—Grants Pass, April 28; Pendleton, April 14; Portland, April 25. *Pennsylvania*—Allentown, March 24; Altoona, March 18; Harrisburg, March 16; Philadelphia, April 26; Pittsburg, March 19; Warren, March 22; Wilkes-Barre, March 25; Williamsport, March 26. *Porto Rico*—Ponce, March 30; San Juan, April 6. *Rhode Island*—Providence, April 2. *South Carolina*—Charleston, April 11; Columbia, April 12; Greenville, April 13. *South Dakota*—Aberdeen, March 16; Mitchell, March 17. *Tennessee*—Bristol, March 18; Chattanooga, March 16; Knoxville, March 17; Memphis, March 21; Nashville, March 19. *Texas*—Amarillo, March 24; Austin, March 30; Dallas, March 22; El Paso, March 26; Houston, March 31; San Antonio, March 29; Tyler, March 21. *Utah*—Salt Lake City, April 9. *Vermont*—Burlington, March 28; Rutland, March 29; St. Johnsbury, March 26. *Virginia*—Alexandria, April 26; Lynchburg, March 24; Norfolk, April 4; Richmond, April 2; Roanoke, March 25; Staunton, March 23. *Washington*—North Yakima, April 19; Seattle, April 20; Spokane, April 18; Tacoma, April 23; Vancouver, April 26; Walla Walla, April 15. *West Virginia*—Bluefield, March 26; Clarksburg, March 18; Huntington, March 21; Martinsburg, March 16; Wheeling, March 19. *Wisconsin*—Ashland, March 24; La Crosse, March 28; Madison, March 29; Milwaukee, March 30; Wausau, March 26. *Wyoming*—Cheyenne, March 21; Rock Springs, March 19.

THE CENTRAL HIGH SCHOOL OF ST. LOUIS.

On the opposite page may be seen a view of a small part of the shorthand department of the Central High School of St. Louis.

Phonography has been a part of the high-school course in St. Louis since some time during the incumbency of the late Dr. William T. Harris as superintendent of public schools of that city, that is to say, some time between 1867 and 1880. The exact year of its introduction we do not know, but as phonography was always one of Dr. Harris's enthusiasms, and as he had taught it extensively to private pupils before he became superintendent, it is not unfair to suppose that the date lay fairly near the beginning of his term of service. Since that time it has been continuously taught in the Central High School, where the acquaintance of the editor of the *MAGAZINE* goes back to about 1883, when the late George E. Seymour was in charge of the classes. Later they were conducted by the late John W. Spargo. It was during Mr. Spargo's time that the great movement began that has resulted in the general introduction into the public high schools of the "commercial department," including shorthand, typewriting, and bookkeeping with the necessary general branches, and the Central High School was one of the earliest to accept the new idea, which, under Mr. Spargo's successor, H. F. Pratt (an excellent portrait of whom is shown in the engraving), has reached its full fruitage.

In recent years commercial departments have been introduced into St. Louis's new high schools—Yeatman (Robert A. Grant in

charge), McKinley (C. M. Simcoke in charge), and Soldan (L. P. Steveth in charge)—and in all of them phonography is taught upon a uniform plan, in accordance with the following outline recently published by the St. Louis board of education:

COURSE OF STUDY IN STENOGRAPHY.

Purpose. This course not only puts the pupil in possession of an art which will be of use to him in a practical way, but it has an educative value as well. The mind is trained to the habit of close and sustained attention, and, through eye and ear, to quick and accurate perception of minute differences. The hand is trained to prompt response. Requiring, as it does, discrimination in word meanings, in reading, and the use of correct grammatical forms in transcribing the shorthand notes, the study tends toward the right use of language.

Aim. Aside from the educative effect as a mental drill and the training of the mind, the aim of this course is to prepare young men and young women for positions as stenographers and typewriter operators.

Time Allotment. The course is given throughout the third and fourth years, so as to be completed at the time the pupil has finished the requirements of the course of study.

First Half-Year.

The work of this term includes: Phonetic Spelling, Consonants, Vowels, Diphthongs, Position Writing, Sentence Writing, Phrase Writing, Word Signs, Coalescents, Simple Prefixes and Affixes.

Second Half-Year.

The work of this term includes: Contractions, Word Signs, Principles continued in logical order. Copying and reading of letters in Shorthand.

Third Half-Year.

The work of this term includes: Principles continued and thorough review, with special drill on word signs and phrasing.

Fourth Half-Year.

The work of this term includes: Dictation and Transcription, Practise, developing speed and accuracy.

Text-book: *The Phonographic Amanuensis*, Pitman-Howard.

SECTION OF THE SHORTHAND DEPARTMENT IN THE CENTRAL HIGH SCHOOL, ST. LOUIS, MO.



C. C. BEALE—
THE ENTHUSIAST SHORT-
HAND COLLECTOR.

BY WM. D. BRIDGE, D. D., NEW YORK,
NEW YORK.

[The following excerpts given by Doctor Bridge from his correspondence with Mr. Beale will be read with especial interest in view of the action recently taken by



W. D. Bridge.

the National Shorthand Reporters' Association looking to the acquisition and permanent preservation of the Beale Collection in its entirety.—Ed.]

Charles Currier Beale was a rare man. Shorthand has had few such men and, we fear, has not his like in our shorthand world to-day.

My acquaintance with Mr. Beale began as far back as 1884, twenty-five years ago. Many letters that past between us are lost, but I have scores remaining, the first of which is dated October 13, 1885. In it he favors my proposition to "organize" the Graham stenographers, and assures me of his hearty co-operation. I can at this late date scarcely recall the plans we then had in mind.

It may be interesting to look at C. C. Beale as *the enthusiastic shorthand collector*, and through the editor's kindness I may be permit-

ted to make brief quotations from various letters written to me at various periods during the past eight or ten years.

Feb. 20, 1901. I am preparing a series of articles to be published in *The Shorthand Magazine*, on "American Shorthand Book Collectors and Their Collections." I wish also to call your attention to my proposed "History of Shorthand in New England." As you yourself have been so closely identified with New England, I shall wish to have you give me all the information you conveniently can concerning your work in New England, etc.

For the past two or three years I have been renewing my interest in shorthand book collecting. I have gotten together my shorthand library, which, at the time you were with me, was boxed up and inaccessible. I am now cataloging it, and shall in due course have a printed list made, which, if you desire, I will send you. . . . I have already listed some seven hundred volumes of periodicals, many of them, however, incomplete. My collection of early American shorthand books is especially interesting, covering nearly everything published from 1789 to 1840, and including several not listed in either Rockwell's or Westby-Gibson's bibliographies.

May 7, 1901. I am delighted to receive your letter this morning, with the careful list of your shorthand Americana. . . . Mr. Rockwell is now engaged in revising and bringing up to date his bibliography, with the hope that the Bureau of Education may decide to publish a revised edition. A very interesting and valuable feature of the copy for the new edition is that he has secured the lists of some fifty of the largest public and private shorthand libraries in this country and abroad, and will indicate after each entry, by suitable initials, every library in which the book or pamphlet is to be found. . . . It is highly important that so valuable and interesting a collection as yours should be fully "checked off" in this publication.

I am now revising my catalog, having added very largely to it in the course of the past year. I recently bought the whole collection of S. C. Gould, of Manchester, N. H., consisting of about one hundred books and a large number of magazines. A great many of them, books and magazines, were not before in my library.

June 5, 1901. I am pleased to know that you have so many choice specimens of eighteenth-century shorthand literature. I have never made much of a specialty of

the shorthand Anglicana, but, until of late, have put my attention chiefly to New England and early Americana. I am now beginning to add to my collection whatever of interest I can secure from the other side at reasonable prices. . . . There is not as much interest taken in England in this branch of the study of shorthand as there was some ten or a dozen years ago, when Walford, Westby-Gibson, Ryding, Bailey, and others were alive and prosecuting their studies and collections with great energy. Indeed, the only English collector with whom I have been able to communicate tells me that he does not know more than one other en-



Charles Currier Beale.

thusiast on the subject in England, although he himself has the largest library in the world, so far as English and American works are concerned, numbering, he tells me, at the last computation considerably over three thousand titles.

Aug. 13, 1901. [After giving me an account of the "order" of the issuance of Prof. Cross's magazine, *The Exponent*, he says:] I received the *Student's Journal*, containing the list of your collection, in part. You certainly have some treasures in Americana.

Sept. 11, 1901. I received a number of very interesting additions to my collection recently. Perhaps the most interesting are some very old New England shorthand Mss., some of them about two hundred years old.

Sept. 14, 1901. In regard to "Phonographed Phonography," do n't let Mr. — have it under any conditions. As a matter of fact, his collection of — does not compare with mine in extent, and if you are disposed to sell or exchange it, I will give you much better value or cash for it than he will. I have some splendid

duplicates, and I should dislike very much to have this little item pass out of New England, for you see I still consider you a New Englander; so, above all things, do not let it go to anybody until you have given me a chance to secure it. *You know the ultimate disposition of my collection, and it would by all means be the most appropriate place to put it.*

Sept. 22, 1901. ST. DENIS HOTEL, NEW YORK. I am the first thing this morning enclosing you a check for \$10.50 as promised. I need not tell you how much I thank you for the opportunity of getting the early Pitmaniana, which I assure you will be put to good use. I must also thank you for the pleasant evening and the privilege of examining your fine collection. [Mr. Beale examined my collection, and beside cash purchases we made several interesting "deals" in exchanges.]

Sept. 23, 1901. I found about twenty-five books from England awaiting my return.

Sept. 26, 1901. I am sure you will enjoy the set of HOWARD'S MAGAZINE, which I do not think you can duplicate for less than twenty-five dollars. And, as I told you, I do n't want that considered on the basis of an "exchange," I want you to consider it as presented with my compliments, and I would look upon the *Anglo-Saxon* and the *Propagandist* in the same light.

Feb. 20, 1902. The major collections of this country in their order of size, as nearly as I can judge, are about as follows:

1. Mr. Howard's.
2. Mr. Hefley's.
3. My own. (Possibly larger than Mr. Hefley's, but not so valuable.)
4. Mr. Rockwell's.
5. Mr. Miner's.
6. Library of Congress. (Possibly this should be fourth.)
7. Mr. Bridge's.
8. W. F. Fitzgerald.
9. J. W. Beers.
10. B. C. Murray's. (Although, possibly, the Boston Public Library is larger.)

I have added very largely to my collection since I saw you in September; probably in the neighborhood of five hundred items, including "Stenographic Sound-Hand" and the sixth edition of Pitman. I have now completed my file of the *Phonetic Journal*. Mine have cost me sixty dollars. Ford wants \$125 for his complete bound set. I gave ten shillings for "Stenographic Sound-Hand," a presentation copy from the author to one of his friends, inscribed in his own hand-writing, dated Nov. 17, 1837.

Sept. 12, 1902. I have a complete set of *Shorthand*, bound in two volumes by one of our best Boston binders. It is about the only complete set that I know of, and I value it at twenty-five dollars, although of course I would not sell it at any price.

Oct. 6, 1902. Mr. Murphy's hospitality was *overpowering*, and worthy of the leader of our profession as he is showing himself to be. I am delighted to hear that your copy of Andrews [and Boyle], 1844 "Class-Book," is the *first edition*. My edition is the second. I had not seen the first edition until I went to the American Antiquarian Association Library, in Worcester. I don't suppose you would care to part with it, but I want you to promise me the *first chance* to do it. I will give a good cash price for it at any time (unless I get one myself first). Your possession of one makes me feel sure others will now turn up. How would you consider an exchange of my second edition and a cash bonus? The second edition is almost equally rare, you know. I believe Mr. Rockwell knew of only two copies until I scared up a couple more, one of which I have, and the other is now in Mr. Howard's library.

Oct. 17, 1902. I note what you say about Andrews, 1844, first edition. Of course I don't want to urge you in the matter; but this is high water now. . . . I will give you five dollars for it now, and take my chances of another turning up at twenty-five cents. Or I will give you my second edition and \$2.50.

Oct. 21, 1902. I am getting my duplicates ready, and intend to give the majority of them to the Library of Congress. They were so cordial in their treatment of me at Washington, giving me full access to the "stacks," etc., in direct contrast with my treatment at some other libraries, that I feel disposed to aid them in building up their splendid collection of shorthand books, and I promise the gentleman in charge that I would send him a large box of duplicates. I presume I can get together several hundred to send him; but in the meantime, if there are any special items which members of the "Club" want to exchange for, I shall be glad to give them an opportunity.

* The Willis-Byrom Club, founded by Mr. Beale, who was its secretary until his death. Its membership includes twenty-five leading collectors of shorthand literature in the United States and England. It has published a number of reprints of rare books and issues a periodical bulletin of shorthand bibliographic information.—*J.P.*

Dec. 5, 1902. Since you informed me of the "two editions" of Vol. I of the *Phonographic Journal*, 1842, I have been on the lookout for the second edition (my copy being the first). You will be pleased to know that to-day I received a copy from England, costing me four shillings. It also contained, to my great pleasure, a copy of the fourth edition of "Phonography," 1841, a sheet printed on both sides. I had a copy before, and I gave it to Mr. Hefley to complete his set of Pitman editions, and never expected to get another copy. But I always feel when I can complete an important series in some brother collector's library it is my duty to do it, if my list is not so near completion (the Golden Rule, you see).

I am going to make as one of my New Year's resolutions a firm resolve to check my enthusiasm in the buying of shorthand books. I spent more than three hundred dollars on them this last year, and I can not afford it, but I am going to make one big purchase before January 1, if my deal turns out right, which will make my collection the largest in the world (of shorthand works in the English language); so perhaps I can afford to rest on those laurels for awhile.

I am feeling the strain of five years' steady work in one of the hardest stenographic positions in this state, and may have to drop all interest in shorthand outside of my daily work, for a year or so, and indulge in what rest and recreation I can get in other directions.

[To be continued.]

FRANK E. HAYMOND.

Frank E. Haymond, of Evansville, Indiana, the new president of the National Shorthand Teachers' Association, is a man of a good many years' experience as a teacher of shorthand.

Being reared on a farm, he was taught to work hard and loves it. His education was received in the public schools of Iowa, and he took the normal and academic courses at Ellsworth College, Iowa. He then taught school for three years, continuing a definite course of study by himself. In the meantime he was attracted to the field of shorthand reporting, so entered Valparaiso University to prepare for it,

and graduated from both the commercial and stenographic courses.

After doing some reporting, and working a year as stenographer for a large lumber manufacturing concern in Minnesota, he took up the teaching of shorthand and has met with enviable success. He has attended each meeting of the National Shorthand Teachers' Association since 1889, serving its interests in various capacities—the last three years as secretary.

We bespeak for Mr. Haymond the cordial support and coöperation of teachers of shorthand everywhere, to the end that his adminis-



Frank E. Haymond.

tration may redound to the welfare of the Association and the Chicago meeting be the most successful in its history.

Mr. Haymond is a shorthand student in a broad sense. He has made a thorough study of nearly a dozen different systems, including all the well-known forms of Pitmanic Phonography, and some that are not so well known, besides three non-Pitmanic systems. For several years he has been at the head of the shorthand department of Lockyear Business College, Evans-

ville, where he has done conspicuously successful work teaching the Benn Pitman system, of which he is an enthusiastic supporter.

SIMPLIFIED SPELLING IN NORMAL SCHOOLS.

The following letter, signed by the presidents of three state normal schools, acting as a committee appointed by the Simplified Spelling Board, has been sent to the officers of all state normal schools in the country. This is a step in the right direction and should be encouraging to all friends of education. The private commercial schools of America are committed to the rational simplification of spelling through the action taken two years in succession by the National Federation of Commercial Teachers. It is time that all schools should join this movement.

January 3, 1910.

To the Presidents and Faculties of the State Normal Schools, United States of America.

DEAR EDUCATIONAL FRIENDS: The New Webster's International Dictionary admits to its pages three thousand simpler spellings than were authorized by the former edition. Other publishers of dictionaries are also considering this problem, and the prospects are very favorable for a laudable progress in the improving of the English spelling in the near future. We are interested specially in the educational side because of the work in the public schools and in the teaching of the strange populations that annually come to the United States, and for that reason should welcome any simplification of the English language that can be rightly secured. For this reason we ask your attention to the following propositions:

1. That the state normal schools should recognize simplified spellings as alternative and acceptable forms, and be willing that students should use them in their school work if they so prefer.

2. That the state normal schools should give due publicity to the simplified spelling movement, simply as a matter of news and general intelligence, so that all students may have their attention called to the extent and plan of the movement and the arguments used to justify it.

3. That the state normal schools should use their influence to get recognition of the simplified spelling forms by newspapers and publishers in their respective localities. To this end they should ask the educational press to recognize the importance of this movement in the improvement of the work of the schools.

In addition to these three important lines of progress in thinking and acting, it is very desirable that these presidents and faculties go farther than nominal acceptance, and that they show their faith by actual practice and acceptance as follows:

1. That the state normal schools should adopt the simplified spellings in all publications issued by them, in order to show that such instruction does not mar or render obscure the printed page, and that such use is desirable from both an economical and a scholarly standpoint.

2. That the state normal-school faculties should show sympathy with said movement by adopting so far as possible and practicable the simplified spellings in their individual correspondence, thus lending their personal good will and endorsement to a reform that promises so much to elementary education.

3. That the state normal schools should have representative members of their faculties who are prepared to give addresses and lectures upon the importance, the benefits and the demand for the simplifying of the spelling of the English language, and that such persons present such facts at educational meetings, at teachers' institutes, and on other occasions, in order that ignorance and superstition regarding these questions may be dispelled and that an intelligent conception of this educational problem may prevail.

4. That the faculties of state normal schools should cooperate in collecting lists of words, used in the public schools, that should be simplified and then introduced into the various text-books. To this end, recommended simplifications of said words are solicited from all interested teachers.

To this end, this Committee bespeaks your advice, cooperation and sympathy, and trusts that the presidents and faculties of the state normal schools will take such action as they deem desirable, communicating the same to us from time to time. It is evident that success in these reforms depends largely upon the training-schools for teachers. These schools are the key to the position.

Respectfully yours,

HOMER H. SEERLEY, Cedar Falls, Ia.

DAVID FELMLEY, Normal, Ill.

CHARLES MCKENNY, Milwaukee, Wis.

EDITORIAL.

WHY CALL IT "THE TRIPLING PRINCIPLE"?

The Stenographer for January makes friendly acknowledgment of the progressive spirit of the Benn Pitman system and commends the adoption of the *-ment* abbreviation and of the tripling of straight strokes to add *-ter*, etc., as given in our November issue. Commenting on the latter the editorial writer says:

The writer has long used the doubling principle in this class of words, having imported it from Isaac Pitman into the Munson system in place of the *-ter* hook, and has found it a great aid to speed, and perfectly legible. In practice he doubts if any one could see much difference in the average writer's work between double and triple lengths, and for that reason would not favor the use of a tripling principle for any new combination.

It might as well be admitted frankly that the calling of this device "the tripling principle" is a sort of fiction in the law of the system to justify what must otherwise be a logical absurdity—the use of one and the same sign to represent *p-p* and *p-ter*. It will be much easier to teach this principle if the student is instructed that the added value of *-ter*, etc., is given to straight strokes by *tripling* the length of the stroke than if he be

taught to *double* it. If the latter instruction were given he would balk at once. A stroke *p* written twice its usual length is *pp*, of course. He has encountered it many times in *pipe*, *pop*, *peep*, *pope*, *pip*, *pap*, *pup*, *poppy*, *puppy*, *papa*, and other less common words, and he naturally revolts against being told to consider it as also representing *p-ter*. But there are practically no words in the language written with outlines containing three straight strokes of the same kind written consecutively. (*Keo-kuk* and *rarer* are about the only ones we can recall.) So there is no difficulty in getting the student to accept the *tripling* principle. If in practise the triple-length stroke comes to be written at pretty near the length of two straight strokes (as it inevitably will), no harm is done. In practise the outline will generally be found legible, even though it be not more than double length. There is, however, an important exception to all this in the case of certain words ending in double-length *ray*, which require careful distinction from words ending in triple-length *ray*, such as *conspirer-conspirator*, *emperor-imperator*, *inspurer-inspirator*, *courier-curator*, *uproar-operator*. It is this group of words that makes the distinction between doubling and tripling the final straight stroke to add *-ter*, etc., a vital one.

CORRESPONDENCE.

NEW ABBREVIATING PRINCIPLES APPROVED.—IRREGULAR GAINS IN SPEED.

NORWICH, CONN., }
December 10, 1909. }

I am very much pleased with the new principles given on page 286 of the November MAGAZINE. I had already used quite a number of the triple-length strokes simply for my own convenience, but am glad to find that they are to be incorporated as a legitimate part of the work. I had not thought of the other method or principle, but it seems to me that in rapid work it would be very helpful.

On page 288 you answer the question with regard to the "sudden loss of speed." It reminds me of the experience with some of my scholars years ago; they were writing about one hundred words a minute on new matter—seemed to take it easily; then for two or three lessons dropt back to about ninety a minute. I kept them at it; they were discouraged; but after a few days at that speed they were ready to take 110 to 115 words a minute, and did it without realizing that they were writing any more rapidly. They were greatly surprised when I told them the result.

I have noticed something of this kind quite a number of times. Reaching a certain point, young writers cannot seem to advance—perhaps apparently lose for a week or two, but, keeping at the work right along, they suddenly wake to find that they have a new power. I have never really accounted for it, but have been quite interested in noticing it.

J. G. WARD.

ANNOUNCEMENTS.

EASTERN COMMERCIAL TEACHERS' ASSOCIATION.—RULES OF CONTEST FOR MINER MEDAL.

January 25, 1910.

I send you a copy of the rules for the final contest for the Miner Medal which is to be held at the meeting of the Eastern Commercial Teachers' Association in Washington, on Saturday, March 26.

EDWARD H. ELDRIDGE,

Chairman Shorthand Speed Contest Committee.

SIMMONS COLLEGE,
BOSTON, MASSACHUSETTS.
DEPARTMENT OF SECRETARIAL
STUDIES.

1. The final contest for the Miner medal will be open to stenographers who have had not more than ten years' study and practise in the art of shorthand writing. The medal shall become the property of the person to whom it is awarded at this contest.

2. There will be six five-minute dictations given as nearly as possible at the following speeds—140, 160, 180, 200, 210, and 220; and, if desired, one at a higher rate of speed. The matter to be dictated will consist of an article, address, sermon, editorial, or judge's charge.

3. The matter to be dictated will be carefully selected, and, as far as possible, will be free from proper names and technical expressions. A brief statement of the subject matter, together with any proper names or technical expressions, will be given previous to each reading. There will be a brief interval for rest between dictations.

4. At the close of the dictations each contestant will be allowed not more than thirty minutes to examine his notes and select those he wishes to transcribe. Each contestant shall select one test for transcription, and the award will be made to the contestant having the highest aggregate number of words correct after deductions have been made for errors. No transcript containing more than ten per cent of errors will be considered in the competition for the medal. (Contestants may transcribe as many of the tests as they desire, but they must make the selection of the one to be handed to the judges.)

5. In computing results the committee will deduct one word from the gross number of words dictated in each test for each error. In a transcript each word added to, omitted from, or changed from the original will be counted as an error. No deduction will be made for changes in punctuation where the meaning is not altered.

6. Three hours will be allowed for transcription.

7. Each contestant may transcribe his notes in any way he chooses, but the committee prefers typewritten transcripts, and typewriting machines will be furnished to all desiring them. Competitors will transcribe in a room to which only contestants, members of the contest committee, and the typewriter operators shall be present. The typewriter operator must be some one who was not present in the room while the dictation was being given. No one will be permitted to communicate with a contestant while the transcripts are being made.

8. Transcripts will be corrected by the committee in such a manner as to make it impossible for them to know whose work is being examined until the entire labor of correction has been completed.

9. The notes and transcripts of all contestants making less than ten per cent of errors will be held by, and subject to, the orders of the committee.

10. All transcripts rejected by reason of too great a percentage of errors will, upon request, be returned to the writers, together with the notes, and no mention of such work will be made in the report, neither will any information concerning same be given out by the committee.

11. The committee reserves the right to make any change in the above rules. If any change is made due notice will be given to each of the contestants.

Those intending to compete in the contest for the Miner medal should notify at their earliest convenience Dr. Edward H. Eldridge, Simmons College, Boston.

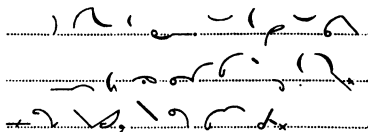
E. H. ELDRIDGE, *Chairman.*

E. H. CRAVER, Paterson, N. J.

G. P. ECKELS, Pittsburg, Pa.

J. E. FULLER, Wilmington, Del.

H. L. JACOBS, Providence, R. I.



DOTS AND DASHES.

A TEACHERS' INSTITUTE WITH A REMARKABLE RECORD.—Again there comes to our desk a complete printed report of all the proceedings of the St. Clair County (Illinois) Teachers' Institute, this volume being for the meeting held last August, in Belleville, just before the opening of the current school year. This is the most recent of an unbroken series of twenty-four annual reports taken in shorthand by D. S. Elliott, the assistant superintendent of schools. It may well be doubted whether the proceedings of any other teachers' institute have ever been so regularly and so fully reported and published, and, judging by the uniform high quality of papers, addresses, and discussions, few if any have been more worthy to be preserved in the permanent form which Mr. Elliott's skill has given to that of St. Clair county. Mr. Elliott was one of the earliest subscribers to the MAGAZINE, and he is an able and enthusiastic writer of Benn Pitman phonography.

UNCLE SAM WANTS A BENN PITMAN TEACHER.—The United States Civil Service Commission has issued a bulletin (No. 119) announcing that on March 3-4 an examination will be held "to secure eligibles from which to make certification to fill a vacancy in the position of principal, business department, Haskell Institute, Kansas, at \$1200 per annum, and vacancies requiring similar qualifications as they may occur." The bulletin goes on to say that "applicants for examination for this position must be thoroughly qualified to teach stenography (Benn Pitman system), touch-type-writing, bookkeeping, penmanship, commercial arithmetic, commercial

geography, English, and orthography." It is required also that applicants shall have had "at least one year's experience in teaching these subjects in a commercial college or business school." Haskell Institute is a government school at Lawrence, Kansas, and pupils in its business department "are prepared for appointments in the various Indian schools and at the various Indian agencies throughout the country, and also to take positions in the business world." Men only will be admitted to this examination, which will be held on the days mentioned at any of about 275 points throughout the country, where candidates may present themselves. Application blanks (Form 1312), together with full information, may be had of the local secretaries of the board, or by addressing the United States Civil Service Commission, at Washington, D. C.

A GOOD MOVE AMONG NEW YORK CITY SHORTHAND WRITERS.—The Shorthand Club has lately been organized in New York City with the following officers: President, John H. Schwarting, commissioner of licenses; vice-president, John J. O'Brien, clerk court of general sessions; treasurer, John H. Moen; corresponding secretary, Henry A. Engles, The Hartley Company, 313 Broadway; recording secretary, Henry D. De Muth, city magistrates' courts. The New York *Globe* states the object of the members of the club to be, "First, to improve their work by practise and precept; second, to enforce a salary scale that will be fair to all and will be regulated by the ability of the 'plugger.'" It appears that the club was formed at a recent reunion dinner of shorthand writers who

have at one time or another been employed by the United States government at the Immigration Office on Ellis Island, and about a hundred such constitute its charter members. The doors are open, however, to all competent shorthand writers in and near New York City. "As only rapid stenographers are qualified for membership," says the *Globe*, "it occurred to the organizers that some means should be taken to insure a maintenance of speed. Few, if any, of the shorthand schools of the city go above one hundred words dictated per minute, they say, and this is just a beginning for the club members. So they will hold speed meetings, at which dictation will be speeded up to as high as two hundred words a minute." Success to the Shorthand Club!

PERSONAL.

DR. WILLIAM D. BRIDGE, fifty-six years a shorthand writer, will celebrate his seventieth birthday at his home, in Orange, New Jersey, on the twenty-third of February. During that week he would be glad to receive from all old-time and new-time shorthand writers autograph shorthand postal-cards of congratulation.

EARL W. SENFF, recently elected county attorney of Montgomery county, Kentucky, was formerly the official shorthand reporter of the twenty-first judicial district of Kentucky—the district including besides Montgomery county the counties of Bath, Menifee and Rowan. After Mr. Senff's resignation as official shorthand reporter Miss Pearl Lane, of Mount Sterling, was appointed his successor. Both Mr.

Senff and Miss Lane are writers of Benn Pitman phonography.

ROBERT BUCKELL INSLEY, who was recently appointed secretary of the Borough of Manhattan, is a skilful writer of Benn Pitman phonography and he holds the Teachers' Certificate of the Phonographic Institute. Before the election of Borough President McAneny, by whom the appointment was made, and who was then president of the City Club



Robert Buckell Insley.

of New York, Mr. Insley served him as private secretary, and when the new borough president refers to Mr. Insley as "a well-trained administrator" he speaks as one having knowledge at first hand. Mr. Insley is emphatically a self-made man. He worked his way through the engineering course in the Rose Polytechnic Institute and later studied law in Columbia University, where he got his LL. B. degree. Still later he took a postgraduate law course in the New York law school. Mr. Insley has lived in Westfield, New Jersey, for some years, and the *Standard* of that city recently said of him:

He has to his credit not only educational attainments and sound business training, but he is a young man of unquestioned character, exemplary habits, and high ideals. His interests and sympathies reach beyond his office desk. His interest in all movements for civic and social betterment is especially keen. His memberships include the City Club, of New York, organized to promote better political government; the Civil Service Reform Association; the Peace Society; National Child Labor Committee; Association for Improving the Condition of the Poor; and the Sons of the American Revolution; and he is secretary of the Carl Schurz Memorial Committee and secretary of the Lake George Association.

SCHOOLS AND TEACHERS.

THE fifteenth annual ball of Thibodeau's Commercial College, of Fall River, Mass., was largely attended, on January 19, by past and present students of that institution.

ARTHUR E. SCHAAL (certificated) is now chief clerk of the Indian Training School conducted by the United States government at Chilocca, Oklahoma. Mr. Schaal no longer personally gives instruction in phonography, but he is warmly interested in the progress of the shorthand and typewriting class in the school.

ON New Year's day the silver anniversary of the founding of Shaw Business College, of Portland, Maine, was celebrated. Twenty-five years ago the school was opened by Frank L. Shaw, who is still its president, and to-day it is one of the largest institutions of its kind in the state. Its graduates are to be found at intervals all the way from Portland to Hong Kong, numbering in all something like ten thousand. Branch schools have been established at Bangor and Augusta. From the beginning the Benn Pitman sys-

tem has been taught. Some sixty-five teachers have been connected with the institution first and last. Distinguished among these are Isabel Spear (certificated), now Mrs. Kelley, afterwards connected with the Boston public high schools, and Frank R. Lang (certificated), now a major in the United States Army. Miss Taylor, the present head of the shorthand department, has been in charge for the last eight years.

OBITUARY.

MARGARET SPENCE PURNELL.

Margaret Spence Purnell died suddenly at Snow Hill, Md., January 6. For some time preceding Mrs. Purnell had been assistant editor of the *Snow Hill Messenger*, and it is from the columns of that paper that the following paragraph is taken:

Mrs. Purnell came to the *Messenger* office about half-after eight o'clock Thursday morning. She had just entered the office and was in the act of removing her wraps, when she called to Mr. Vincent that she was going to faint. She sank into her chair in a condition of collapse as Mr. Vincent reached her, but her mind was clear enough to tell him that she felt ill as she approached the building. Three young ladies employed in the office went to her assistance and did what they could to make her comfortable. A doctor was sent for and did all in his power to revive her, but she gradually lost consciousness and remained in that condition to the end.

Mrs. Purnell was a certificated teacher of Benn Pitman Phonography, and was at one time the head of the shorthand department in the John B. Stetson University, at Deland, Fla. She was a capable phonographer and was at all times warmly interested in Benn Pitman Phonography, which she taught with intelligence and enthusiasm.

[Learners' Department.]

HAWTHORNE'S BIOGRAPHICAL STORIES.—Continued.

sign he / hold upon—what / you (? Why, upon . re-
spectable old black cat .) sleeping quietly \ . fireside.

“Puss,” said little Ben . . cat, “pray —
some . . from . . (r ? ”

(he addressed . black cat) civilly, yet Ben)

determined . . whether) were willing . not.

Puss . | great r . fine arts, would \ resisted

() could , . \) armed with his mother's scis-
sors . very dexterously clipped \ \ \ \ \

paint-brush. This) \) /) \) that ' applied \

Madam Puss again . again, until her warm coat \

| become .) thin . ragged that / could hardly \ com-

fortable through . winter , \ \ \) forced . creep

close into . chimney-corner . | Ben with . very rueful

physiognomy , . Ben considered | more necessary that

he \ paint-brushes than that puss \ . warm.

[To follow Lesson XVI.]

About this \ / friend West received . . visit from
Mr. Pennington . . merchant \ Philadelphia , .) likewise
 . member > Society \ Friends , . visitor / entering .
parlor .) surprised , \ | ornamented . drawings \ In-

dian chiefs birds beautiful plumage wild flow-
ers forest kind seen habitation
.. Quaker farmer.

“Friend West,” exclaimed Philadelphia mer-
chant “has possessed cover walls these
pictures? Where didst get (?)”

Then Friend West explained that these pic-
tures painted little Ben better materials than
ochre piece indigo brushes made
black cat’s

“Verily,” said Mr. Pennington “..... won-
derful faculty. Some friends might upon
these matters as vanity little Benjamin appears
been born painter Providence is wiser than we
..... good merchant patted Benjamin evidently
considered wonderful When his parents
..... their son’s performances admired doubt, re-
membered prophecy old Quaker preacher respecting
Ben’s future eminence (could not understand)
..... become very great useful man making
pictures.

One evening, shortly after Mr. Pennington's return
 Philadelphia arrived Springfield, directed
 little friend Ben.

"can possibly?" thought Ben, when put
 into his hands, "can sent such great square
 as this?"

taking brown paper enveloped behold!
 there paint-box great many cakes paint
 brushes various sizes gift good Mr. Penning-
 ton. There likewise several squares canvas such as
 artists painting pictures upon addition
 these treasures, some beautiful engravings landscapes.
 These were first pictures that Ben seen except
 those his drawing.

joyful evening this little artist! bed-
 time put paint-box under his got hardly
 sleep night his fancy painting pic-
 tures darkness morning garret seen
 more till dinner-hour; nor did himself
 more than mouthful garret
 again next next just as busy as until

[In the Amanuensis Style.]

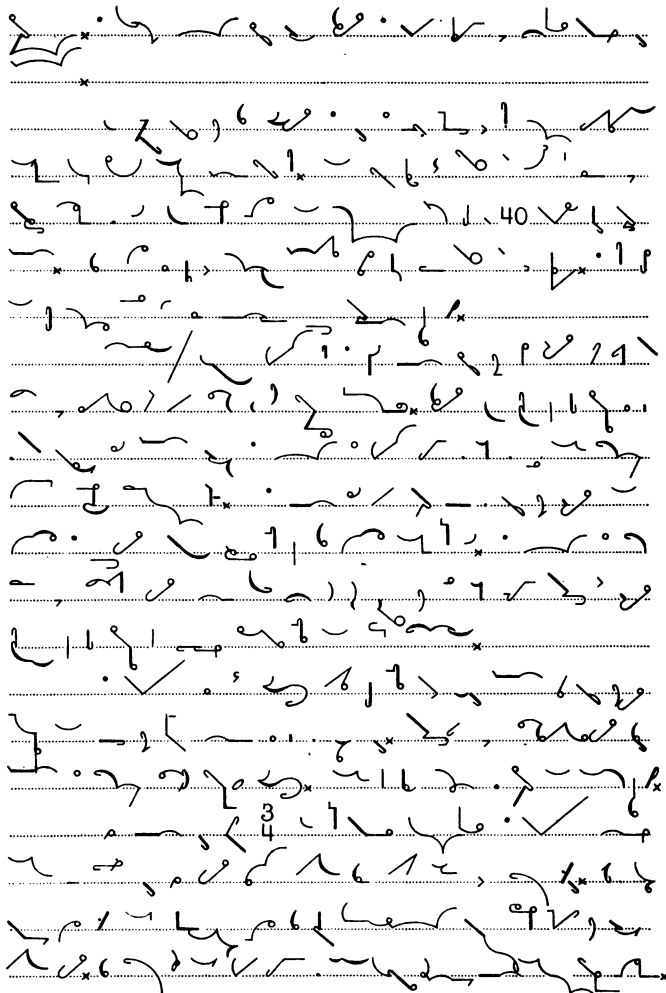
LAMBS' TALES FROM SHAKESPEARE.—Continued.

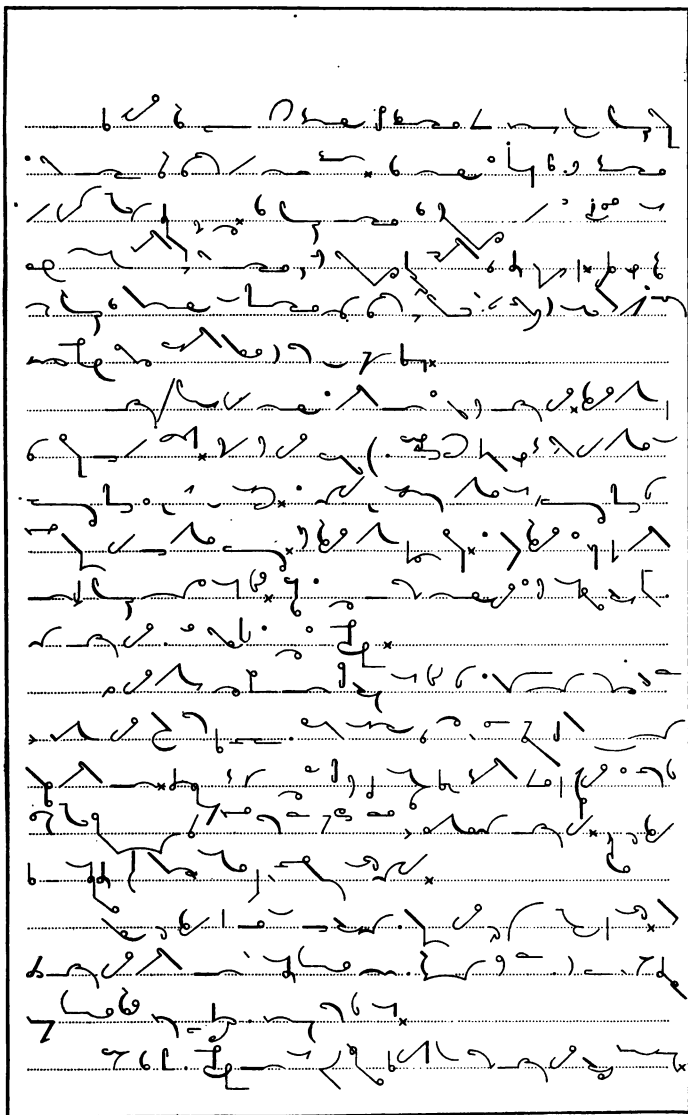
Handwritten musical notation on a five-line staff, featuring various notes, rests, and bar lines. The notation is dense and covers the entire staff area.

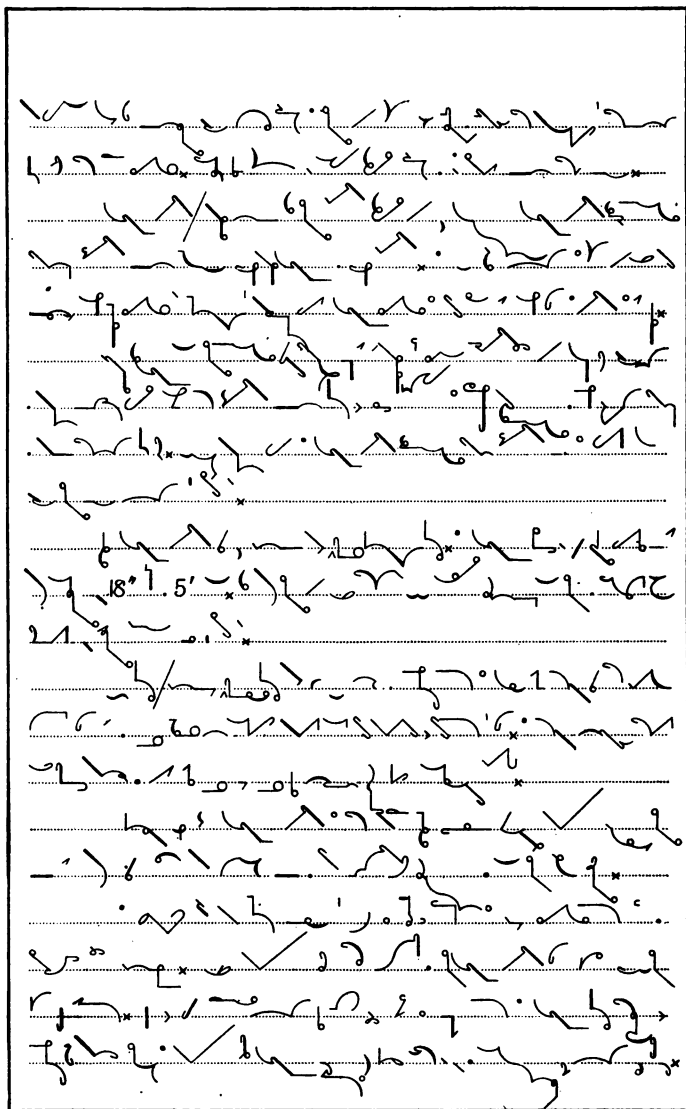
Handwritten musical notation on a page with ten staves. The notation consists of various symbols, including vertical lines, horizontal lines, and curved lines, representing musical notes and rests. The notation is written in a cursive, flowing style, typical of early 20th-century musical notation. The page is numbered 48 in the top left corner and has the title "The Phonographic Magazine." at the top center.

[In the Reporting Style.]

HOW THINGS ARE MADE.—Continued.







[To be continued.]

SHEETING AND DRYING.

After this thorough chewing the material is passed through other sets of rolls different from the first set only in the fact that they are provided with shallow corrugations along their surfaces instead of projections, and by passing the now masticated gum between this second set of rolls, the material is formed into strips or sheets and the process is termed sheeting. These rolls also revolve at different speeds. As the material passes down between the corrugated rolls it comes out in a band underneath. The operator catches the loose end and feeds it again into the top of the machine, which produces an endless band of the gum, which is full of pits and indentations resembling very closely a rubber sponge or a sheet of rubber sponge material. The oftener the material is passed between these rolls the better it is worked and the more continuous becomes the band of material.

After a large number of passes through these sheeting rolls the band is cut apart and taken to the drying room, where it is hung in the dark for a sufficient length of time to make it perfectly dry. In practise it is found that the process of washing or soaking and the subsequent masticating and sheeting have caused a loss in weight of material of from ten to forty per cent, depending upon the kind of gum. This loss is due to the removal of impurities, such as dirt, clay, pieces of wood, etc. The drying is done in darkened rooms, because light has a chemical action upon the gum at this stage.

MIXING.

After being thoroughly dried the sheeted gum is passed through a set of rolls which are heated by steam and the surfaces of which are smooth, without either projections or corrugations. These rolls, however, travel at different speeds, as before, and by passing the sheets of gum between them the material is thoroughly worked and kneaded, and acts, in fact, very much like an exceedingly sticky form of dough. The gum sheets are bunched together and passed through the two rolls in lumps, the action of the rolls being to squeeze and draw out these lumps into a wide sheet. The material is very sticky and the steam-heated rolls make it even more so, so that as it passes through and is kneaded and worked by the action of the two rolls traveling at different speeds it crackles and snaps and draws in quite a remarkable manner.

The operator, as with the sheeting machine, reaches down and draws up the end of the band of gum which is passed

through the rolls and feeds it in again through the top, making, as before, an endless band. By the action of the heat and the smooth surface of the rolls this band of gum is very much smoother than the product of the first sheeting machine. In fact it does not resemble a sponge in any way at this stage.

As the gum band, which will be three or four feet wide, becomes fairly continuous, the operator makes a knife cut across the band as the rolls slowly revolve, this cut reaching not quite to the farther edge of the band. He then folds back the loose edge in a diagonal fold and allows this double thickness of material to be forced, squeezed, and torn through between the revolving rolls. This further assists in the thorough working and kneading of the fibers so as to make the gum uniform, plastic, and elastic.

It is on rolls of this character also that the mixing is done; that is, the chemicals which go to make the final vulcanized product, the principal chemical of which is sulfur, are mixed with the gum. This mixing is continued until it is assured that the chemicals are thoroughly and evenly distributed throughout the mass. These vulcanizing chemicals, that is, their proportions, are what constitute one of the secrets in the successful manufacture of rubber, and the particular chemicals used and their proportions depend upon the kind of rubber which it is desired to turn out. It is generally understood that this method of vulcanizing, that is, by mixing in dry chemicals, mostly sulfur, and the application of heat and pressure, was invented by the original Goodyear, who made most of the extensive experiments when the rubber business was very young and largely discredited.

CALENDERING.

Following the thorough mixing, the rubber gum is passed through calender rolls. These rolls revolve at slow speed and again are steam-heated. There are three rolls, one above the other, and in order to understand the action of the machine it should be understood that the upper roll revolves in a clockwise direction as viewed on the end in the machine. The middle roll viewed in the same way revolves in a counter-clockwise direction, while, of course, the bottom roll again revolves clockwise. All three of these rolls revolve at the same speed. The object of these rolls is to draw out the rubber gum containing the vulcanizing materials into thin sheets. In order to do this, the mass coming from the mixing rolls is thrown into the space between the top and middle

calender rolls, and in its present condition the mass is exceedingly sticky.

As the rolls revolve the mass of sticky gum is drawn between them in a thin sheet, while the bulk of the material remains behind, sticking to the two revolving rolls, boiling over itself, and crackling and snapping in a manner which it is impossible to describe and which is probably done by no other material besides rubber gum. It seems strange that the whole mass is not drawn through at once, nevertheless it is a fact that the rubber which comes out on the other side of the rolls is a very thin, smooth, and even strip of material, which is, of course, very sticky and which consequently sticks to the surface of the middle calender roll. As it travels around this roll it is cut into strips of the desired width by means of knives attached to a cross bar in front of the middle roll.

Passing around this roll, it goes in again between the middle and bottom rolls, around the latter, and finally out in front. By the adjustment of the calender rolls rubber gum of any desired thickness may be made, and although the material is so sticky and so difficult to handle, it is possible to gage the thickness of these sheets to very accurate dimensions and to make them very thin indeed.

In order to handle this delicate and exceedingly sticky gum in the shape of strips, it is reeled off from the calender rolls between sheets of cotton cloth. By reeling off the thin gum strips between layers of cloth, the strips are easily handled and transported, and prevented from being torn or from accumulating dirt on their very sticky surfaces. When desired, it is an easy matter to unreel these rolls of cloth and to separate the gum from the cotton.

FABRICATED RUBBER.

Besides making these strips of rubber, these rolls are used for forming fabricated rubber, that is a kind of canvas permeated with the rubber gum and having one side composed of the fabric and one side of rubber. The nature of this material is easily recognized upon examining the inside and outside surfaces of an automobile or bicycle tire, where the fabric surface is plainly seen on the inside, while the rubber is on the outside.

To produce this fabric, long strips of the canvas, which have been previously coated on the opposite side with a certain kind of rubber cement, are fed through between the middle and bottom calender rolls in such a way that the rubber gum

adhering to the second or middle roll is squeezed down upon this canvas and caused to thoroughly permeate it and become firmly adhered thereto. Underneath the bottom roll the fabricated rubber, that is the canvas permeated with the rubber coating, is reeled off between strips of the cotton material already spoken of.

It is this fabricated rubber which is used to make up the outer cases of the automobile tires. The fabric is taken to large tables, where it is cut on the bias into strips about eighteen inches wide and five feet long. These bias strips are next overlapped end to end in series, so as to make a long strip, and in order to facilitate handling they are carried about on the strips of cotton goods before spoken of.

HAND-MADE TIRES.

To make the outer casings of the tires by the old hand method, a cast-iron core is fastened onto an arbor, which is free to revolve like a wheel on an axis, and this axis may in turn be rotated in a plane perpendicular to the plane of the core or wheel. The arbor may be prevented from rotating in one direction by means of a ratchet on its axis, and the axis itself may be clamped so that it cannot be turned in its own plane of rotation.

It must be understood that the fabricated rubber is very sticky, and it is this characteristic which enables the operator to fasten the strips together on the bias edges simply by laying them together and applying a little pressure, so as to form a long strip of several short strips.

The first operation of building up a tire casing, or shoe, as autoists would call it, is to coat the surface of the core with a special kind of cement to make it sticky. Next the operator throws over his shoulder a strip of the fabricated rubber, while he lays one end of the strip tightly down on the core. Due to the general stickiness of the material itself and also to the cement with which he has coated the core, the fabric adheres very strongly to the cast iron, and then by main strength the operator draws the fabric around the core, using his utmost endeavor to put a uniform stretch throughout the material as it is drawn around.

It may occur to the reader to ask why the material does not wrinkle and crumple up, as it appears that the flat strip of goods is laid around the circular section and bent in two directions. The answer to this is that the material, being cut on the bias, with a little persuasion will lie smoothly down all

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which comes from the calender with the fabricated rubber, and, which is reeled off and separated from the fabric onto a small roll which contains only the cotton itself. The rubber fabric passes down and around several rolls, whose office it is to give the proper tension to the material.

The central turret with its rolls is mounted on a ball-bearing spindle and may be rotated so as to bring the different rolls opposite the two different operators who handle one machine. Suitable locking devices are provided to hold the turret in any one position. The object of having so many rolls of material is that the layers going to make up the tire are cut on the opposite bias in adjacent layers, so as to give uniform strength in all directions to the tire. Thus after each of the two operators has put on a layer of one bias from the roll of material in front of each, the revolving head is turned ninety degrees and the operators then reel off the material for the next layer cut on the opposite bias. In this way neither of the two operators has to wait for the other one, because each is provided with a roll for himself on each bias.

In this machine the same core is used as with hand work, but this core is mounted on an axis which may be turned by power and which is provided with two speeds of rotation. The first operation is, as before, to apply the cement to the surface of the core, and then to draw out the fabric. The end of the strip is carefully pressed down upon the cemented core, so as to make it adhere firmly, and then the slow speed rotation is applied to the core itself. This rotation draws out the fabric, the correct and uniform tension being given to the fabric by the rolls mounted on the central turret of the machine, which tension is adjustable by means of weighted brake bands. After each layer has been thus accurately laid on, the material is cut off on the bias, the ends of the strips on the core being lapped over and pressed down so as to make a continuous band.

After this a lathe-like attachment on the machine is brought into operation. The core is now revolved at high speed by the power mechanism, and by means of a hand wheel, placed on what may be termed a tool rest, various rollers and formers are brought into action which press the fabric tightly together in its various layers and which fold it down over the sides of the core, making it lie flat in a smooth and continuous surface.

The operation of rolling in the beading around the rim follows. By the adjustment of the tool holder to an index mark the correct diameter for the beading is insured, and its

rolling in is a matter of but a moment and is, of course, accurate. By means of this machine an operator may make four or five tire casings while one is being made by hand by the old method, and at the same time it is clearly seen that the machine-made product is uniform in tension in all its layers and in all parts of its circumference. The machine also smoothly and evenly rolls down the layers upon themselves and the core, making a far superior job as compared with the hand-made tire.

MOLDING AND VULCANIZING.

After the beading has been put in and the edges tucked down and reinforced, the core is removed from the central arbor, and with its fabric and rubber covering is placed in a mold. When the cover is placed on the mold over the core and the rubber fabric, the application of pressure to the two sides of the mold will squeeze the rubber fabric tightly, and a pile is made of these molds in a hydraulic-press vulcanizer. After the shelves have been filled with the molds, each containing an unvulcanized tire with its cast-iron core, the whole framework is allowed to drop down into a large cylinder, and by means of hydraulic rams heavy pressure is put upon the molds.

While this pressure is being exerted, steam at about 275 degrees Fahrenheit is blown into the vulcanizing vessel, and the action of the heat causes a chemical combination between the rubber and the sulfur and other chemicals of the vulcanizing material. Also the pressure of the mold makes the different layers of the tire fabric stick tightly together and knit into practically one fabric, while the rubber loses its sticky nature and becomes what we know as vulcanized rubber.

The process of vulcanization is not completed in these molds, for as yet the tires are not provided with the outer coating or tread. This tread is an extra thickness of rubber which is put around the running surface of the tire and which often carries small metal disks or rings, or corrugations and projections in the rubber such as are frequently seen on automobile tires. These treads are made from the thin strips of rubber gum which were first described as coming from the calender presses. They are laid together in layers while still unvulcanized, and by means of special molds they have the metallic parts incorporated in them, or the small rubber projections, corrugations, and ridges are raised by means of a mold while this tread is being semivulcanized in a manner similar to the first process of vulcanization of the main tire.

PUTTING ON THE TREAD.

In order to apply the semivulcanized treads to the semivulcanized tire a layer of rubber cement is applied to the outside of the semivulcanized tire, this cement being largely unvulcanized rubber in its make-up. The tread is then laid on the outside and bound to the tire by means of strips of cloth. It should be said first, however, that the cast-iron core which was in the casing of the tire during the process of vulcanizing in the hydraulic press is removed. Its place is taken in the tire casing by what is known as the air bag, which in reality is an inner tube which will hold air under pressure. This wind bag holds the tire stiff and yet somewhat flexible, while around the circumference there is applied the strip of semivulcanized rubber forming the tread.

BANDAGING BY MACHINERY.

Another machine is used to bind the strip of cloth around the tire casing which contains in its interior the wind bag and around its circumference the tread which it is desired to cement and vulcanize to the main tire. The machine consists essentially of a gear wheel without any spokes or hub, it being carried and guided on its circumference by means of rollers in the frame of the machine. This spokeless gear wheel carries on its rim a wheel about eight inches in diameter, which has the cloth strips wound upon it not greatly unlike the long rolls of bandage used in a hospital, although, of course, it is not sticky. This bandage material is, however, wet when it is applied, and its application is accomplished by the rotation of the spokeless gear wheel carrying the reel round and round through the circular tire, and at the same time, by means of vertical rollers which guide the tire, the latter is rotated on what would be the axis of the automobile wheel were it in place. In this way the cloth bandage is tightly laid on in a very wet condition.

The next step is to take this bandaged tire with its wind bag and tread to another steam tank, where the vulcanization is completed and the tire and tread are made practically into one piece. The action of the heat, of course, expands the air in the wind bag, and as all the stretch has been taken out of the wet bandage cloth the expansion of the air in the wind bag puts a very heavy pressure on the rubber of the casing and tends strongly to knit the parts together; that is, to make one piece out of the main tire and its tread.

It should have been said that during the first process of

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THE PHONOGRAPHIC MAGAZINE.

JEROME B. HOWARD, EDITOR.

Vol. XXIV. No. 6. }
Whole Number, 342. }

CINCINNATI, JUNE, 1910.

{ Five Cents a copy.
{ Fifty Cents a year.

CONTEST CONCLUSIONS— THE FIGURES BOILED DOWN.

BY J. E. FULLER, GOLDEY COLLEGE,
WILMINGTON, DELAWARE.

A number of persons have asked me what, if anything, is to be learned from the general results of the Miner Medal shorthand contests. In attempting to formulate a reply, I have gone somewhat deeply and very carefully into the records, in order that I might uncover and array the facts necessary to clear away the fog of conflicting statements and unwarranted conclusions with which advertisers have obscured the matter.

There have been five contests. Pitmanic writers won the first three; in the fourth, all contestants were disqualified because of errors; in the fifth, a Gregg writer won.

According to the advertisers, Godfrey proved Isaac Pitman shorthand to be the best, because he won the first two contests. But he was beaten in the third.

Marshall proved the Success-Graham system to be the best, because he won the third contest. However, he failed to qualify in the fourth.

Gurtler proved Gregg shorthand to be the best, because, after having been disqualified for errors in the fourth contest, he won the fifth and last. He showed good sense in win-

ning when he could not afterward be challenged to defend the trophy, as Godfrey and Marshall were obliged to do!

Three systems, and each the *best*! "How can these things be?"

The idea of attempting to prove the merits of a system of shorthand in a five-minute test by a few persons who either elect themselves to appear as the champions of their respective systems, or are chosen and specially coached for the work by the exploiters of such systems! In any such case you but test the ability of a few *individuals*. You do not know how much better or worse those individuals might have done had they been using another system. You do not know what they would have done under different circumstances, or writing different subject-matter.

I maintain that any conclusion drawn from these contests that shall have a semblance of significance must be one based upon the *general* result. You must look to the *averages* of the contestants. This can be done by grouping all the Pitmanic writers under one head, leaving the Gregg writers in the other division. I think Mr. Gregg will not object to this, for he asserts that the Pitmanic systems are all equally bad. Upon reflection, Messrs. Clarence Pitman, Sexton, and James will hardly object, since the systems they represent have all

been good enough to win and bad enough to lose in these contests.

Here are some significant averages:

Nine Pitmanic writers qualified at different times under the rules of the various contests. *Five* Gregg writers qualified.

The Pitmanic writers submitted *twelve* successful transcripts; i. e., transcripts that were good enough to be received and rated by the committees. *Six* successful transcripts were submitted by the Gregg writers.

The *average percentage of accuracy* of the *twelve* Pitmanic transcripts was 96.2+; that of the *six* Gregg transcripts was 95.5+.

The *most accurate* rated transcript of the whole series, 99 4-5%, was made by Godfrey, a Pitmanic writer.

The *most inaccurate* rated transcript of the whole series, 90%, was made by Trefzger, a Gregg writer.

The *average percentage of accuracy* of the *three winning* Pitmanic transcripts was 96.6.

The *percentage of accuracy* of the *one winning* Gregg transcript was 95.8.

It will be seen from the foregoing that the advantage as to accuracy is with the Pitmanic writers.

Now as to the speed:

The *average net speed* of the *three winning* Pitmanic transcripts was 171 2-3 words a minute.

The *average net speed* of the *best three* Gregg transcripts (including one winner) was 158 2-5 words a minute.

Had the Washington rules been in force in the first three contests, when Pitmanic writers won, they would have brought the Pitmanic average in winning speed up to 197.2 a minute.

The highest net speed made by a *Pitmanic* writer in the series was Marshall's, 242 words a minute, with a percentage of accuracy of 95.8.

The highest net speed made by a Gregg writer in the series was Gurtler's, 173, with a percentage of accuracy the same as Marshall's, but at a speed 69 words a minute slower.

At least one Pitmanic writer, Godfrey, qualified with two transcripts in one contest, the speeds being 180 and 220, gross.

One Gregg writer, Swem, qualified similarly on two transcripts at Washington, the gross speeds being 140 and 180.

Godfrey's average speed on the two was 200, gross; Swem's, 160. Godfrey's average percentage of accuracy on the two was 98.6; Swem's, 94.4.

These figures show that the Pitmanic writers wrote more rapidly and read their notes more accurately than the Gregg writers.

The subjoined table shows more succinctly some of the facts stated above:

ACCURACY.

	Pitmanic. Gregg.	
Number of writers who qualified	9	5
Number of transcripts rated	12*	6
Average percentage of accuracy	96.2+	95.5+
Most accurate transcript..	99.8†	99.4‡
Most inaccurate transcript	91.3	90
Average percentage of best three transcripts; i. e., three winners in Pitmanic, one winner and two next highest in Gregg	96.6	95.8

* Including three by Godfrey.

† Gross speed on this test was 180 per minute.

‡ Gross speed on this test was 140 per minute.

SPEED.

Pitmanic. Gregg.

Average net speed per minute of best three.....	171½	158½
Reckoning all speeds by Washington rules would give	197.2	158½
Highest net speed per minute of the series.....	242	173
Lowest net speed per minute of the series.....	75	64
Applying Washington rules to all contests would make the above.....	146	130.4

ANNUAL CONVENTION OF THE CENTRAL COMMERCIAL TEACHERS' ASSOCIATION AT OMAHA.

REPORTED FOR THE PHONOGRAPHIC MAGAZINE BY LENA A. VOGT.

Undoubtedly the most lively and the best meeting ever held by the Central Commercial Teachers' Association was that at Omaha, Neb., where 158 of the most earnest and enthusiastic commercial school proprietors and teachers gathered at Boyles College, for their eighth annual session, May 26 to 28. These members came from all sections of the Central States, as well as from Ohio, Louisiana, and Colorado. The members were stirred and inspired by the earnest and powerful addresses given, and the social features were enjoyed by all. Much credit must be given the officers and executive committee for their untiring efforts and for the time given in the interests of the association.

The convention was opened at the Rome Hotel with "Gates Circus." With Almon H. Gates, as manager and ringmaster, Carl C. Marshall, as bandmaster, and Raymond P. Kelley, as star performer, the success of the circus was assured beforehand. The informal reception following the circus opened the way

for a meeting of pleasure and good fellowship, such as has never been experienced in previous meetings.

The program of the convention was carried out substantially as given in the last number of the PHONOGRAPHIC MAGAZINE. Miss Rose Fritz was prevented by illness from giving her typewriter speed demonstration on Friday afternoon, and her place was taken by H. O. Blaisdell, L. H. Coombes, and Gus. Trefzer, expert operators on the Underwood machine.

George Stewart, proprietor of a group of five commercial schools in Scotland, and principal of one of them—Skerry College, Glasgow—addressed the convention. Mr. Stewart and his wife are visiting this country to observe the methods pursued in the commercial schools here, and he expressed his general approval and admiration of what he has seen, declaring that he was many times repaid for his long and laborious journey.

The address of Col. George Soulé, president of Soulé Commercial College, New Orleans, was rich in the garnered wisdom of a long life of honorable and useful professional activity. In the course of his address Colonel Soulé took occasion to speak in condemnation of the practise of conducting "chains" of business colleges, which he denominated as "trust" schools.

The Western Commercial School Managers' Association held its annual convention in Omaha at the same time and in the same building with the Central Commercial Teachers' Association, and joint sessions were held twice a day on Friday and Saturday to listen to a series of admirable addresses by W. N. Ferris, president of Ferris Institute, Big Rapids, Mich. Mr. Ferris is a

teacher and a teacher of teachers, and every one present found both edification and inspiration in his normal addresses on "The Fine Art of Speech," "The Art of Study," "The Recitation," and "The Care and Culture of the Teacher."

At the conclusion of the Managers' convention the secretary, Almon F. Gates, was presented with a beautiful gold watch as a mark of appreciation of his untiring services.

The typewriting contest for the Brown Trophy resulted in its being awarded to Parker Woodson, a young man of fourteen, and a student of The Select School of Shorthand and Typewriting, Chicago. On the dictation test Mr. Woodson wrote in fifteen minutes 891 words gross, or with 165 words deducted for 33 errors, 726 words net, which is at the rate of 48 2-5 words a minute. On the copying test he wrote 927 words gross, making 44 errors, or 707 words net, which is at the rate of 47 2-15 words a minute.

The Williams gold medal, for excellence in rapid calculation, was won by Earl Clark, of Wichita, Kansas.

At six p. m., Friday, the members of the convention were banqueted at the Rome Hotel as the guests of the Smith Premier Typewriter Company. In the enforced absence of William Allen Dyer, general manager of the Smith Premier Company, Frank M. Evans, the assistant secretary, did the honors gracefully, and proved a tactful and mirth-provoking toastmaster.

At eight p. m., Friday, the entire convention heard a delightful presentation of Peter Pan at Boyd's Theater, as the guests of the Underwood Typewriter Company.

At the final session, on Saturday,

the following officers were elected for the ensuing year: President, H. B. Boyles, Boyles College, Omaha, Neb.; vice-president, W. N. Watson, Lincoln (Neb.) Business College; secretary, Mary Horner, Waterloo (Iowa) Business College; treasurer, Lena A. Vogt, Cedar Rapids (Iowa) Business College.

The convention of 1911 will be held in Des Moines, Iowa.

WHY MANY LEARNERS OF SHORTHAND FAIL TO ACQUIRE SPEED.

A PAPER READ BEFORE THE CENTRAL COMMERCIAL TEACHERS' ASSOCIATION, AT OMAHA, MAY 28, 1909, BY JEROME B. HOWARD.

There exists, no doubt, a multitude of reasons any one of which might be assigned to explain the failure of any particular student of shorthand to attain high speed as a writer. Matrimony, a broken wrist, an unexpected legacy from Uncle Thomas, the occupation of the place of honor at a first-class funeral—any of these, or of a thousand other accidental circumstances, might, and undoubtedly would, operate in an obstructive manner so far as the attainment of shorthand speed is concerned.

Among all the possible causes of failure only a very small proportion can in any sort of justice be laid at the door of the teacher of shorthand. But there are enough for which he is responsible (sins both of omission and commission) that were I to undertake to discuss them all I should necessarily somewhat exceed the limited time during which I have the right to claim your attention to-day; and I am, therefore, going to consider only one of them—a sin of omission—

the one which, as I see it, is the particular fault in the teaching of shorthand as practist nowadays that lies at the root of more failures than any other one thing. I refer to the frequent neglect on the part of teachers to require of their students exact, painstaking formation of their phonographic characters according to positive geometric standards of accuracy—or, to put the same thing in another way, the toleration by the teacher of irregular, scrawling, sprawling, shapeless notes.

In the hurry to get ahead, in the desire to encourage the learner to think he is making rapid progress, the teacher too often permits him to rush with breakneck haste thru the earliest lessons of his text-book, filling his notebook by the way with characters that are an abomination. In the written exercises of beginners we not seldom see the alphabetic strokes written at slants varying anywhere up to twenty degrees from the normal direction; we see light strokes as thick as shaded strokes ought to be; we see shaded strokes tremendously overshadowed; we see shaded strokes unevenly shaded—thick at one end and thin at the other and ragged in the middle; we see curves that should be quarter circles now so much flattened as to be merely the sixth or the eighth part of a circumference and again so much rounded as to be a third or even a full half of a circumference; we even see the same character written at different places on the same page, yes, in the same line, with all kinds of variations in length—now longer, now shorter than the normal. And we see all this and yet we hear hardly a word of admonition or rebuke from the teacher. These first

lessons are very simple, and so it is hardly necessary to expend any great amount of care upon them. The student will learn to make his notes neatly *later on* when he has had more practise.

No delusion could be more fatal. The student that does not learn at the outset to write his alphabetic characters with precision of form will never at any time, by any chance short of a miracle, learn to write phonography either neatly or rapidly. It is idle to expect him to write these signs with accuracy until he has learned first of all to *think* them with accuracy. And there is no chance that will ever come to him in the whole course of his shorthand history so favorable for learning to think them with accuracy as the one he has right at the beginning—at his first acquaintance with the alphabet.

And why? Because at no other time will his mind be so impressionable—so plastic to receive the correct “set” if the stamp be but promptly and firmly applied. Again, at the beginning no other phonographic ideas are claiming his attention. He has merely to consider the size, shape, direction, and relative thickness of a few very simple geometric forms. “Later on” there will be other questions of new detail making their demands upon his attention, and he is pretty sure never to come back to such apparently insignificant and unimportant matters as the formation of his alphabetic strokes. He is beyond that—he has other fish to fry. A third reason why the true time for cultivating accuracy in writing the alphabetic strokes is at the outset lies in the fact that the mind is just then wholly unclouded by any false conceptions on this subject. It is a

razed table, a clean sheet, upon which it is only necessary to inscribe a set of correct conceptions, whereas the "later-on" theory of acquiring accuracy involve the wasteful necessity of eliminating a lot of faulty notions before the taking-on of correct ones becomes possible.

But why is it necessary that we should require such finnikin exactness in our pupils, such old-maidish precision, such mere amateurish prettiness? What we want is a practical method of work. The pupil must be taught to "get there," and he must waste no time on the mere sentimental "beauties" of his system.

To answer these questions it is necessary that we should think for a moment of the real nature of the process of making a shorthand report or taking a shorthand dictation. The skilled shorthand writer in taking down the words of a speaker is merely reproducing in visible form on paper a procession of mental pictures that pass in review thru his mind as they are called up there by association with the spoken word. If it is not required that these forms be put down with any great degree of speed (if the reporter may write slowly) the outline he puts on paper will bear a very close resemblance to the outline that appears to his mind's eye. It will show very nearly how he really thinks the outline. But it will never be quite a perfect reproduction. There will always be in the physical performance a certain falling-off from the mental concept. Now, let it become necessary for him to write the outline a little more rapidly and the resemblance decreases. Another advance in speed and there will be a further widening of the gap—another increase in

the amount of distortion of the written notes—in their departure from the forms as he pictures them mentally to himself. By and by, as he is prest harder and harder in his effort to "keep up," the distortion becomes so great that the resemblance between the outline he thinks and the outline he writes is so slight that he is unable afterwards to connect the two, and he falls down in the reading of the notes. They are illegible. The limit of speed in shorthand-writing is found at the point at which the writer ceases to make notes that can be read; for the making of illegible notes is not shorthand-writing—it is only attempted shorthand-writing.

Now, if the mental picture that the writer is trying to imitate on paper exists in his mind as a blurred, confused, and more or less indefinite one to begin with, if while he is still writing slowly there is in his outlines, as he sees them in his mind's eye, an initial aberration from the normal forms as they exist in an ideally accurate conception, it is evident that, in such a case, he will be able to sustain but very few and very slight advances in his rate of speed before his notes reach the vanishing-point of legibility. But if, on the other hand, all his mental images are vivid, sharp, and clear, he will promptly and easily reproduce them on paper, and will be able to undergo many increases in speed before the vanishing-point is reached.

It is evident, therefore, that one of the first and most important of the shorthand teacher's duties is to introduce into the minds of his students a set of vivid, sharp, clear concepts of the elemental signs of the phonographic alphabet. Now, this is a thing that it is entirely possible

to do. It is true that one may never acquire the power to write an absolutely straight line, but we can *think* an absolutely straight line; the hand may be powerless to trace or even to be taught to trace a perfect circle or any segment thereof, but the mind can conceive a perfect circle and it can divide its circumference into perfect quadrants. Indeed in the range of all human thinking nothing approaches more nearly to the absolute than do the concepts of geometry, and it should be one of the first duties of the teacher to explain in simple, plain language to his students just what is a straight line, a circle, a circumference, a radius, a quadrant, an angle, a right angle, an angle of thirty degrees, etc. It might be presumed that most students entering shorthand classes have already been taught these things, but if this is not the case the shorthand teacher should teach them, both for the sake of the direct effect upon the student of shorthand as such, and also because such elementary knowledge is a part of the indispensable intellectual equipment of any young person who hopes to make a success in even the humblest walks of business life. And when the mind has been taught to think straight lines and curves with geometric exactness of conception the hand can be taught to reproduce these concepts as visible lines with substantial perfection of form.

It will not be difficult to introduce into the student's mind as a matter of pure reason a correct understanding of all these fundamental mathematical concepts, but it will take a little time, and a little effort, to establish such a habit of thinking as will keep them there as a fixed and efficient part of his mental

furniture. But this can be done readily and surely if the right sort of phonographic practise is taken up at the outset. This practise consists of slow and precise drawing of the alphabetic strokes with such exact and painstaking care that all light lines shall be true "hair-lines," that all heavy strokes shall be evenly and accurately shaded, that every stroke shall be of a definite length, every vertical line vertical, deviating neither to the right nor to the left, every horizontal line precisely coinciding with or precisely parallel to the base-line on which the writing is done, every curved stroke a precise quarter circle. And, that all this precision of execution may be practicable, the work should be done with a *pen*, and with a *fine-pointed* pen, and with a fine-pointed pen on *writing-paper of a high grade*.

Let not the object of all this be overlooked. It is for the purpose of, so to speak, engraving indelibly into the mind of the learner a set of absolutely exact fundamental graphic concepts. When this has once been accomplished he may be allowed to "cut loose" and "let himself out," and this he will naturally do as he acquires increased familiarity with the phonographic forms. But this slow and careful training should be rigorously followed at the taking-up of each new part of the system and adhered to until each part has become completely familiarized.

It is of greatest importance in the case of the earliest lessons, and if, as is likely to be the case, it is necessary to count on a certain average length of time to be bestowed on the mastery of each lesson the teacher will do well to allow for the first six lessons at least three times the average amount. And if this is

not enough it is better to allow five or six times the average to these early lessons. If this is done it will be easy to make up the average thru the increast facility with which the later lessons will be mastered on account of this early training.

Now, there is one danger in following out this plan, and one only, so far as I know, and it is this: In emphasizing to the student the necessity for extreme accuracy in his writing, it is possible, even likely, that you may work him up to a dangerous point of nervous tension, that you may raise in his mind such a desire and earnestness to follow your instruction to make the straight line absolutely straight as to lead him to clutch his pen with a vise-like grip and to set his teeth with a do-or-die determination to get the thing "just right." This nervous over-eagerness is particularly apt to assail girl pupils (is it, possibly, because they are more conscientious than boys?) and it must be vigilantly guarded against with all. Great care should be exercised to see that while the student is filled with earnestness to do his best he is at the same time in a state of physical and mental ease and comfort. It should be seen to that he is sitting in a chair of the right height, before a table of the right height, that the attitude of his body is a correct one, that the right arm is not impeded by the weight of the body, and, most important of all, that the pen is held lightly—very lightly—between the thumb and fingers. The hand, which should rest with but the slightest pressure on the tips of the third and fourth fingers, should be oval in shape, all the fingers being slightly rounded. How often does one see in the shorthand class-room an

eager, nervous, perfectly well-disposed girl skewed about with her right arm wholly on the desk, her notebook so placed that the line of writing is at right angles with the front edge of the desk, her feet crost and drawn up so that they rest on the tips of her toes, her brow knitted, her lips between her teeth, and her pen gript with as deadly a clutch as if it were a life-line thrown out to save her from sinking in an ocean of despair. It will be long enough before this girl will write shorthand rapidly, unless all this is promptly reformed.

And it can easily be reformed. She can be shown how to sit squarely in front of her desk, with her body supported on the spine, and steadied by the left arm; by quieting and reassuring words of explanation and advice she can be led to relax her muscles and get them into a condition in which they can operate with ease and deftness; the kink in her forefinger can be straightened out (or rather bowed the other way); and she can be askt to write a simple alphabetic stroke very slowly and *very* lightly. And she will do it. Of course, the first result will be tremulous, and, perhaps, almost formless; her hand will shake like the poetic aspen leaf. But if the line have but the single virtue of being *light of touch*, all other virtues may readily be added. Quiet, patient repetition will with surprising readiness give firmness of line, exactness of direction, and uniformity of size.

Only, the teacher must watch and chase away that vicious little imp of pen-clutching whenever he shows his head. Of course, there is a great temptation for the student to hold the pen with a good strong grip, for the beginner can always

draw firmer and more exact lines when the hand is steadied by a certain pressure of the pen-point on the paper. But he can readily be brought to understand that beauty and symmetry in his notes are of no value in themselves, but only as they conserve legibility when associated with fleetness in their execution; that he must acquire the power to write not only legibly, but rapidly, and that to write rapidly he must acquire a very high degree of manual control; that any efficient control of the hand is only to be found in connection with great lightness of touch—that he can no more skim fleetly over the paper in phonographic writing when there is a heavy pressure on the pen-point than an express train can make sixty miles an hour when the air-brakes are set.

To my mind the whole law and gospel of phonographic teaching may almost be summed up in this way. Train your student on each part of the system separately and successively so that he may become able to write each part with care and deliberation, producing outlines of great accuracy of formation, while at the same time he maintains a very light touch.

And keep this up. When by this process you have brought the mind of the student to a state of complete familiarity with any given part of the system he will write it quickly because that will be the easiest way to write it.

What I plead for is that the shorthand teacher shall take the stitch in time that will save nine. Do not expect that you can with any economy of time or effort lead the student to make legible and rapid notes in writing the phonographic system as a whole unless

you have first trained him to make legible and rapid notes of the separate parts of the system. Do not expect him to make legible and rapid notes of the separate parts of the system until he has made slow and accurate notes of these separate parts. Lastly, do not expect him to make legible notes, either slowly or rapidly, of the advanced parts of the system until he has first been trained to write legibly *the alphabetic strokes* both slowly and rapidly.

THE PHILIPPINE SCHOOL OF COMMERCE.

BY MRS. DAISIE I. HUFF, MANILA, P. I.

The Philippine School of Commerce, the only business school in the Philippine Islands that is maintained at Government expense, was formerly the Manila School of Business, and it remained a part of the school system of the city of Manila from its organization, in 1904, until June, 1908, when the institution was advanced to the dignity of an insular school and the present name was adopted. There are four insular schools: the Normal, the School of Arts and Trades, the School for the Blind, and the Philippine School of Commerce. The insular schools are all under the immediate control of the Director of Education, and they are considered the most important of the Government schools.

The purposes for which this school was established cannot be better expressed than as set forth in a bulletin issued by the Bureau of Education, which reads as follows: "To supply the demand for bookkeepers, stenographers, telegraphers, and typists in Government and commercial offices; to train young men to act as agents for commercial

firms; to give special training to those desiring to become municipal treasurers or deputy provincial treasurers; to give a knowledge of the business opportunities in the Philippines, and provide commercial training for those who wish to engage in business for themselves."

Under conditions existing in these islands, such a school is highly necessary if the Filipinos are ultimately to become a self-governing people, since three hundred years of Spanish domination has left the natives timid and dependent, lacking in the energy, resourcefulness, and executive ability so indispensable to success in business life. The hope of the Philippines lies in the school children. If the day shall come in which these people shall have reached the high plane of civilization from which they shall be capable of conducting the affairs of their own government, it will be largely the result of the influence and efforts of men and women who received their training in the public schools. It will readily be understood that the curriculum of a business school in the Philippines must be adapted to the special needs of the people and calculated to inculcate principles of self-reliance, probity, and real patriotism, as well as to train the young people in office methods. The crying need in this country, as in others, is for fewer politicians and for more honest men with their country's welfare at heart.

The courses maintained in this school are as follows:

1. Course in commerce, four years.
2. Course in bookkeeping, two years.
3. Course in stenography, two years.

4. Secondary course in typewriting, one year.

5. Course in telegraphy, two years.

6. Intermediate course in typewriting, two years.

7. Intermediate business course, two years.

Applicants for admission to courses in stenography, bookkeeping, commerce, and secondary typewriting must have completed the intermediate course (seventh year's work). Those who wish to enter the courses in intermediate typewriting, intermediate business, or telegraphy must have completed the fifth grade.

The telegraphy department has sent out a large number of operators, and has received much commendation. The boys who take up the work are nearly all sixth-grade pupils, as it has been found that they do not become expert unless they commence at an early age.

The bookkeeping course is two years in length, and, as in stenography, the process of training is somewhat slow and tedious. The real difficulty lies in the fact that these people, owing to natural tendencies and generations of subjection, are incapable of reasoning for themselves; hence they are, as a rule, poor mathematicians, and they do not excel in any line that requires a high order of mentality.

Many pupils take the typewriting course, and all learn to do fair work, while some become expert; indeed, the manual dexterity of many of the Filipinos is little short of marvelous.

The four years' course in commerce is calculated to develop the minds of pupils along business lines in general, and much stress is being

placed upon the work of this department. The school possesses a very good industrial museum, and has been made the repository for all information of industrial character and for all commercial specimens received by the Bureau of Education.

The enrollment for the school year to date is 381, of whom 189 are in the secondary courses. Of the latter number, forty-seven boys and thirteen girls are enrolled in the stenography classes. As noted above, two years are required to complete the stenography course. Taking into consideration the difficulties of the English language, and the fact that pupils spend only forty-five minutes in the shorthand classroom and one hour a day in preparation of the lesson, it will be seen that the time allowed is not long. In order to graduate from the stenography course, credits are required in English, Spanish, commercial geography, bookkeeping, spelling, and dictation, copying from rough draft, commercial law, and typewriting, besides the regular shorthand work.

During the first semester, stenography pupils take up the *Phonographic Amanuensis* and master the principles of the first twenty or twenty-five lessons, the amount of work accomplished depending, of course, upon the ability of the class. The first semester's work is the most important, and a pupil who fails to do well with shorthand during his first half-year rarely, if ever, succeeds in becoming a stenographer. During this first semester, the embryo stenographer is drilled most carefully in the sound of the English vowels and consonants. This, in itself, is an immense task, since the Spanish language, with

which all are more or less familiar, as well as with the various native dialects, differs so widely from English that the vocal organs are slow in adapting themselves to the positions necessary in order to enunciate distinctly. The pupil must also be trained to recognize the English sounds promptly; he is taught to write his outlines with the utmost care; the necessity for acquiring habits of regularity and punctuality is impressed upon his mind. If at the close of five months' work the student has not developed habits of accuracy and attentiveness, he is not considered good stenographic material and is advised to take the typewriting course or transfer to the Trade School.

The second semester's work is based upon the *Phonographic Amanuensis*, and in addition the *Phonographic Readers* are used to advantage.

During the third semester the text-book is completed and reviewed, and phrasing is studied, while the last half-year is devoted to general dictation. In all the stenographic work accuracy is the main object, and speed a merely secondary consideration, as carelessness is one of the principal faults of Malay peoples.

The demand for young men and women having commercial training is so great that the majority of the pupils of the Philippine School of Commerce leave to take positions before completing a prescribed course. Most of them enter government offices, as all clerical positions are being filled by Filipinos as rapidly as they can be fitted to perform satisfactory services. The only graduate from the stenography course this year, a young lady, has already commenced work

in the Bureau of Constabulary, having received permission of the Director of Education to leave school a month early in order to accept the position. Several young men who were obliged because of financial matters to leave school before finishing the stenography course, are occupying good positions. We are constantly receiving calls for stenographers from government offices and from commercial houses, but we are unable to supply the demand. It may be noted in passing that the stenographer to the Director of Civil Service is a graduate of our class of 1907; in fact, at present all the stenographers in that bureau are Filipinos, and three of the four are products of this school.

Thus far in the history of this school, diplomas have been issued to six pupils, all of whom were graduated from the combined stenography and bookkeeping courses. One of these graduates is a deputy provincial treasurer in Panay, and the others are employed as stenographers. These young men in every case obtained positions almost immediately after graduation. Their average salary is six hundred dollars gold a year, which is per se evidence that they have "made good." We make it a practise to keep informed as to the whereabouts of our graduates, and we have received gratifying reports as to their success. Several have past the junior stenographer examination, which is a very difficult test for Filipinos.

A flourishing night-school is maintained in connection with the day-school, and in it young men who are employed during the day have the opportunity to receive business training which fits them

to do better work and to receive higher salaries.

During my four years' service as teacher of stenography in the Philippine School of Commerce I have had the privilege of instructing many young men and women, and nowhere have I found teaching more pleasant.

NOTE.—Accompanying Mrs. Huff's article is a large parcel of notebooks filled with the phonographic exercises of her Filipino students. It is short of the truth to say that the work is well done. It is excellently done, and it shows admirable patience and determination on the part of these young phonographers, whose portraits are shown with that of their teacher on the first page of the cover of this issue of the MAGAZINE.—ED. P. M.

IN MEMORIAM: HENRY PITMAN.

BORN 1826; DIED 1909.

Bright, genial, gifted soul, whose long career

Was crammed with loving service to mankind;

A master of the "winged art," refined
In thought, in judgment quick and clear,
Yet toucht with something of the ancient seer,

Thy voice and pen alike were used to show

The upward path thy fellows ought to go;

Thy daily actions proving thee sincere.
Men marveled at thy sacrifice of self;

Earth's guerdon had no charm in thy clear-seeing eyes:

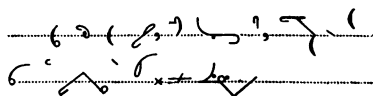
High place and power, and fame, and worldly pelf

Could not allure thee from the heavenly prize;

For thou didst live as all men wisely should,

A life devoted to the general good.
GREENFIELD, 28 October, 1909.

—David Lawton, in the *Journal of Orthography and Orthoepey*.



EDITORIAL.

LOSS OR GAIN?

A writer in a recent issue of the *Living Age* (Boston) takes for his thesis the proposition that "we are losing a good deal of that manual dexterity which has been laboriously acquired during past centuries," and in support of it instances, among other things, the fact that writing with the pen is now being rapidly supplanted by the typewriter. He points to the well-known general deterioration in longhand penmanship, and concludes that the "machine represents a loss of manual skill." But is it a *net* loss? Of course there is a loss in one kind of skill through the diminished use of the pen, but there is a gain in another kind through the facility acquired in manipulating the keys. Is the difference a net loss or a net gain? We are much inclined to believe that it is a net gain. In the case of the writing machine both hands are trained, and trained to act harmoniously the one with the other.

THE STANDARDIZATION COMMITTEE ON THE RIGHT TRACK.

The standardization committee of the National Shorthand Reporters' Association (Thomas Bengough, chairman) have made a beginning on that part of the possible work of the committee which we characterized last September as the more important and far-reaching of the

two principal ways in which the committee might work, namely, to "exert its efforts toward the determination of a standard shorthand system for American national use." Heretofore the committee has given its entire attention to the less important but more immediately interesting work of bringing together "the suggestions of individual reporters as to abbreviating devices—the short-cuts of practical reporting."

It is with great interest that we note the questions proposed by the committee to its readers in the May *Shorthand Writer*, the official organ of the Association. The object of the inquiries—"the bringing closer together the various Pitmanic systems of shorthand"—is one with which we feel an intense sympathy, and it is our earnest hope that the work of the committee may ultimate in substantial accomplishment in this direction. What is needed is the universal acceptance of that form of Pitmanic phonography now most generally used in America with just so much or so little modification as will make it acceptable to all.

The questions proposed by the committee are five in number and refer to the advantages or disadvantages found by individual writers in (1) the Benn Pitman as compared with the Graham treatment of the methods of representing *w* and *y*; (2) the Benn Pitman as

compared with the Graham methods of dealing with the halving principle; (3) the Benn Pitman as compared with the Graham methods of assigning values to the large initial hooks on straight strokes; (4) the Isaac Pitman method of reading *ther-ter-der after* as compared with the Benn Pitman and Graham method of reading it *before* the final hook; (5) the Isaac Pitman value of the large initial circle (*sw*) as compared with the Benn Pitman and Graham value (*ses*).

If answers to these questions are to lead to practical conclusions they must be, in the first place, very numerous. The predilections and prejudices, or even the mature judgments, soberly thought out, of a few dozen, or even a few hundred, Pitmanic writers will be of no use whatever in deciding the questions involved. In the next place, these answers must be thoroughly digested, weighed, and compared by the committee, so that their real significance may become apparent. This is no trifling task, and it can not be accomplished in a day or a year. It will require great devotion and sacrifice on the part of the individual members of the committee for it is essentially a kind of work that will be very protracted and very laborious, and which to be of any worth will have to be uncompensated by any material reward. Should the work of the committee be pursued by the method

and in the spirit here indicated it will undoubtedly exert a signal influence upon the future development of Pitmanic phonography.



ANSWERS TO CORRESPONDENTS.


THE FRENCH "NASAL VOWELS."

The signs for the French "nasal vowels" are given in the *Manual of Phonography*, Appendix C, page 195. The sounds of these vowels are described in Paragraph 24, page 1718, of Webster's International Dictionary. A full comprehension of these sounds is, of course, only to be had by becoming familiar with them through hearing them spoken by one skilled in use of the French language.



UPWARD AND DOWNWARD "L."


W. M. B.—When you take Paragraph 50b of the *Phonographic Amanuensis* "to apply as well to *s*-vowel-*l* as to vowel-*l*" you take too much for granted. So far as we are aware there has never been any recognition of such a rule in any phonographic text-book since the first edition of the Isaac Pitman system down to the present time. Certainly it has not been recognized by any of the well-known expositions of Pitmanic phonography—Benn Pitman, Isaac Pitman, Munson, Graham, etc. If you will refer to the text-books of these systems we think you will find that the rules for upward and downward *l* would in every case require *silk* and *slick* to be written with the same outline

It is true that Graham's Dictionary indicates the outlines  and  for *silk* and *solemn*, but







there is nothing in the formulation of his rules in the "Hand Book," so far as we can perceive, that would require this, and there can hardly be a doubt that practically all Graham reporters write these words with upward-*l*, just as do reporters writing the other forms of phonography mentioned. There is in fact no need for any such rule. It would be an unnecessary complication in the system—something to be learnt that has reference to only a small group of common words at most, and that does not improve their outlines either in speed or legibility. Indeed, as to speed there is a distinct disadvantage in .

HOW TO EXPLAIN THE "SPR" AND "PNS" FORMS.


V. S.—It would seem illogical to offer an abbreviated method of writing to a student until he has a knowledge of the general principle—of the thing that is abbreviated. The outlines in group seven (page 100 of *The Phonographic Amanuensis*) are in reality shortened or abbreviated forms of the outlines found in the preceding group. The normal way of writing *pns* is  as explained in the first sentence of paragraph 139, and as illustrated in the last two words of group six. In the case of *ns final* after a straight stroke this normal form may be abbreviated by simply closing in the hook and making a circle on the *n*-hook side of the stroke, .



A precisely similar treatment is made of the *spr* series on page 154. Here the normal way of writing *spr* is , as explained in paragraph 210, and as actually written in groups 2, 3, and 5, on the next page. But when the *spr* begins a

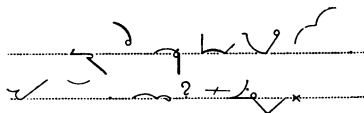
word it may be contracted by closing in the hook and making a circle on the *r*-hook side of the stroke,

. It seems hardly a correct way of putting it to say that *ransom* is written , because  "is not a possible form" to use in such a case. *Ransom* is written  because that is the true way of writing it; but in writing *rinse* it is not required that the full form  be used, since it is possible in such a position to contract it to .

"SPECIAL FORMS."

W. M. B.—Paragraph 134 of the *Phonographic Amanuensis* in giving *earnest* with the outline  does go against the rule given in 43c, but the outline is here given as a "special form" which is confessedly exceptional and worth learning as an exception for the sake of the greater convenience in writing a word that is of frequent occurrence in correspondence and which would be more awkwardly written if the strictly ruleable form were used.

The outline  for *certain* (245) does not violate 43 at all, since this word does not "begin with *r*." It does run against 137a, and the normal form of the word is ; but it is given here also as a *special form* to be learnt as an exception for the sake of greater convenience in writing a word of exceptional frequency.



DOTS AND DASHES.

ELEVENTH ANNUAL MEETING OF THE PENNSYLVANIA SHORTHAND REPORTERS' ASSOCIATION.—The Pennsylvania Shorthand Reporters' Association announces through its secretary, William M. Clift, of Philadelphia, that it will hold its eleventh annual meeting on July 6 and 7 at the Bedford Springs Hotel, Bedford Springs, Pa.

REVISED TO DATE.—

Said the dog: "When that trip to the cupboard

Was taken by Old Mother Hup-board,

Her search was a stall—

She had eaten it all

Herself;—and I know, for I rup-board!"
—Puck.

INTERSTATE COMMERCE BY CORRESPONDENCE SCHOOLS.—In a recently-decided case (International Text-Book Company, plaintiff in error, *versus* Aaron T. Pigg) the Supreme Court of the United States held that "commerce is conducted among the states, within the meaning of the Federal Constitution, by a corporation engaged in imparting instruction by correspondence, whose business involves the solicitation of students in other states by local agents, who are also to collect and forward to the home office the tuition fees, and the systematic intercourse between the corporation and its scholars and agents, wherever situated, and the transportation of the needful books, apparatus, and papers."

VOLUME TWO OF THE WILLIS-BYROM CLUB BULLETIN.—Members of the Willis-Byrom Club have just received the first copy of the *Bulletin*

issued since the death of the lamented Charles Currier Beale, the founder and first secretary of the club. The principal contents of this issue (which is numbered "Vol. II, No. 1") are a memorial article on Mr. Beale, by Frank B. Swain (his devoted friend, and the librarian of the club); the announcement of a newly-issued history of shorthand, by Albert Navarre, of the Institut Stenographique de France; and various notices of movements in the world of shorthand collectors. The club is fortunate in its new secretary, J. T. A. Hosbach, who in this issue of the *Bulletin* has worthily maintained the best traditions of Mr. Beale's long incumbency.

WHAT THE STENOGRAPHER MUST DO FOR THE BUSINESS MAN.—A literal transcript of their speech would shock and amaze most men. Hand-writing cloaks errors that are revealed in clear type. The average business man might resent the imputation that he could not copy with exactitude a page of typewriting in his own hand, but trial would convince him that this is not an easy undertaking. The stenographer must do more than this. She transliterates the pothooks and crosses, symbols of words, phrases, and sentences improperly framed, uttered in "bunches," heard indistinctly, and while differentiating likenesses, reconciling contradictions, and plucking out absurdities, produces rapidly by complex movements of mind and fingers a beautiful transcript of what her employer meant to say and did n't. How many employers owe in part their success in important transactions to the fine bloom put upon their business correspondence by painstaking secretaries!—*New York Times*.

MASTERING SHORTHAND—THE ART OF SOUND-WRITING.—Many people get the erroneous impression that in order to become stenographers it is necessary to learn a great many word-signs and outlines for words. A human life is too short to learn enough arbitrary forms of words to become even a moderately good stenographer. It is our constant aim to train the student to write the sounds which are heard in words—to teach the principles of sound-writing rather than outlines for words. A student who masters these principles of sound-writing will not be stopt by so-called "new words" in dictation. On the contrary, he will feel able to write any word in the English language when he hears it spoken. He will be conscious of a power which is not posessed by the average stenographer. Many stenographers have to stop in the midst of a dictation when they come to a new word. This is due to nothing but insufficient training in the principles of sound-writing.—*Clifford L. Johnson, in Men of Washington.*

A SOUND VIEW.—We wish to commend most heartily an editorial in the **PHONOGRAPHIC MAGAZINE** on "Some Pointed Questions and Sane Conclusions Concerning Speed Contests." The position is taken that a speed contest based upon any other plan than that contestants should write absolutely without error or deviation from the matter dictated is futile, a waste of time, and means nothing. That position is absolutely correct. Deducting a certain percentage for errors, which will give a writer a credit for a speed of two hundred words per minute, in no way justifies the assumption that the writer has a ver-

batim speed of two hundred words per minute. The highest rate of speed at which the matter dictated can be written without a single error is the only rate of speed to which a writer is honestly entitled. It is time for those who conduct speed contests to recognize this self-evident fact, and we surmise that the speed accredited to various notable writers will be materially diminished. When we have the actual rate of speed at which our best writers can record speech, then we will be able to get at the truth in regard to the speed possibilities of shorthand systems and of shorthand writers.—*The Budget.*

PERSONAL.

WILLIAM F. BEVITT, for many years official shorthand reporter of the Springfield, Ohio, courts, was, last month, appointed postmaster of that city. Mr. Bevitt enters upon his new duties not only with the unanimous endorsement of the Republican committees and of the leading citizens of Springfield, but with the hearty good-will and esteem of the bench and bar of the courts of which he was so long a faithful and efficient officer.

DR. W. D. BRIDGE, who recently celebrated his seventieth birthday, has just returned to his home, in Orange, N. J., after reporting the proceedings of the Methodist Episcopal Church, South, in their quadrennial general conference, at Asheville, N. C. In this work he was assisted by his former pupil, Rev. A. H. Herrick, of Woburn, Mass. It is needless to say that the work was done to the satisfaction of all concerned, but if evidence were

needed on this point it is furnished by the urgent invitation Dr. Bridge received to come back four years from now and do it again. Dr. Bridge, as is well known to many readers of the MAGAZINE, has for many years officially reported the quadrennial conferences of the Methodist Episcopal Church, aided by a highly-trained corps of assistants, of which body Mr. Herrick is one.

SCHOOLS AND TEACHERS.

MINA LUNDEN, of Salina, Kansas, has been reappointed commercial teacher in the high school of Lincoln, Kansas.

MARGUERITE COONS (certificated), formerly with the Kansas Wesleyan Business College, of Salina, Kansas, is now in charge of the shorthand work in Walden College, McPherson, Kansas.

HARRY S. EVANS, formerly instructor in shorthand in the Scranton (Pa.) Young Men's Christian Association, has signed a contract with the Owen's School, of Pottsville, Pa., for the coming school year.

HESSER BUSINESS COLLEGE, of Manchester, N. H., suffered a heavy loss by fire early in May. Prompt arrangements were made for the continuance of the school work, and no inconvenience to students has resulted.

MILES COLLEGE, of Detroit, (T. W. Bookmyer, manager) is introducing a department of Benn Pitman phonography. Mr. Bookmyer's many friends will be glad to learn

of the market prosperity of the school under his management.

JEROME B. ALLEN writes from East Jordan, Mich., that he is now in the sixty-first year of his activity as a teacher of Pitman phonography. Ill health compelled a discontinuance last winter, but he now hopes soon to be able to resume teaching.

THE Board of Education, of Columbus, Ohio, recently voted to make the Central High School of that city a high school of commerce. The new arrangement will begin in September next. All students from whatever portion of the city will then go to the Central for commercial training.

G. L. HELMAN, formerly of the Alton (Ill.) Business College, has opened a commercial school under most encouraging auspices in Fort Wayne, Ind. The new school, which is styled the Fort Wayne Business University, is located in the Trentman Block, 815 Calhoun St. A complete course is given in the branches usually taught in commercial schools.

T. CLEMENT CORNISH (certificated), formerly principal of the Cuylerville (N. Y.) High School, has just made an engagement to take charge of the shorthand and typewriting department of the Pottsville (Pa.) Business College, to begin September first. Mr. Cornish is a graduate of the Geneseo (N. Y.) State Normal School, and is well equipt by training and experience to make a fine success in his new field.

A RECENT session of the Boston school committee was consumed in

a discussion of the difficulty of getting competent men as teachers, at the salaries now paid to instructors. Superior inducements in business life are leaving only inferior men for teaching positions, it was urged upon the committee, in support of a proposition to abolish the grade of instructor and to give to all male teachers under the rank of head master the rank and pay of junior master.

W. H. H. GARVER, for the last seventeen years principal of Brown's Business College, of Peoria, Ill., has severed his connection with that institution to become superintendent of the Southern California schools of the Heald chain of schools, the central one of which is the Heald Business College, of San Francisco. Mr. Garver will make his home in Los Angeles, whither he will be followed by the hearty good wishes of a host of Mississippi-valley friends.

SARAH M. RITTER (certificated), of the Orleans (Indiana) High School, was one of nineteen successful candidates at the April examination for life state teacher's license in Indiana. Eligibility to this examination requires at least thirty months' experience as a teacher in the schools of the state, the previous holding of a five-year state certificate, and graduation from a college. Miss Ritter graduated from the University of Indiana at the close of the winter term, and is now continuing her studies leading to the master's degree.

THE LATTER DAY SAINTS BUSINESS COLLEGE, of Salt Lake City, has made students' contests a part of its closing exercises for several

years past. This year these contests included rapid calculations, typewriting, and shorthand. This fine showing of the shorthand classes is a matter upon which the head of the department, Frank W. Otterstrom, should be complimented. The Salt Lake *Herald* gives the results as follows:

Open test.—Arthur W. Gustavson, first; 138 words a minute, net. Martha Williams, second; 131 4-5 words a minute, net. First year students.—Elizabeth Giersch, first; 131 4-5 words a minute, net. Louise Yunker, second; 124 3-5 words a minute, net. Five other students finish with net results ranging from 108 3-5 to 130 words a minute after deductions for errors. Dictations were given at the following rates of speed: 100, 110, 120, 130, and 140 words a minute. Four of the students who qualified failed to complete transcripts in time allowed. Of the remaining contestants, all except one transcribed the 140 words a minute test. On this test Mr. Gustavson made only three material errors; and Miss Giersch, a first-year student, made a net mark of 131 4-5 words a minute. The dictations consisted of half commercial matter and half newspaper editorials and speeches. Considering the excitement incident to entering a contest, and the class of dictations given, these results are very gratifying to the instructors. In the preliminary tests a number of the students wrote business letters from 130 to 160 words a minute. The matter used in all the tests was entirely unfamiliar to the competitors.

OBITUARY.

CHARLES E. BARNES, an Episcopal clergyman, formerly widely known as an expert shorthand reporter, died at his home, Dorchester, Boston, May 11. He was born in Hartford, Conn., July 16, 1847. Mr. Barnes reported officially the famous Andover ecclesiastical trial and the celebrated Lizzie Borden murder trial. He was held in high esteem by judges and members of the bar of courts in which he practiced.

[Learners' Department.]

HAWTHORNE'S BIOGRAPHICAL STORIES.—Continued.

when beheld new-born that destined explain
many matters. been. creation world.

father dead Newton again.

clergyman went North left care
good old grandmother, very kind sent

school did not appear very bright
scholar chiefly remarkable mechanical oc-

cupations little

contrived many articles worked

skill that seemed been born hand.

neighbors vast admiration

old grandmother weary about

capital workman one probably

well world man

conjecture anticipations grandmother

neighbors about future perhaps, fancied

that beautiful furniture mahogany

ebony magnificently gilded then, doubt-

less people purchase fine adorn their draw-

ing-rooms. Others probably thought that little

destined architect build splendid mansions

nobility gentry churches tallest steeples that
been England.

friends doubt, advised grandmother
apprentice clock-maker mechanical
skill seemed taste mathematics very
useful that profession then
clocks that contain
dancing figures from dial-plate when
struck where across clock
down often pendulum vibrates.

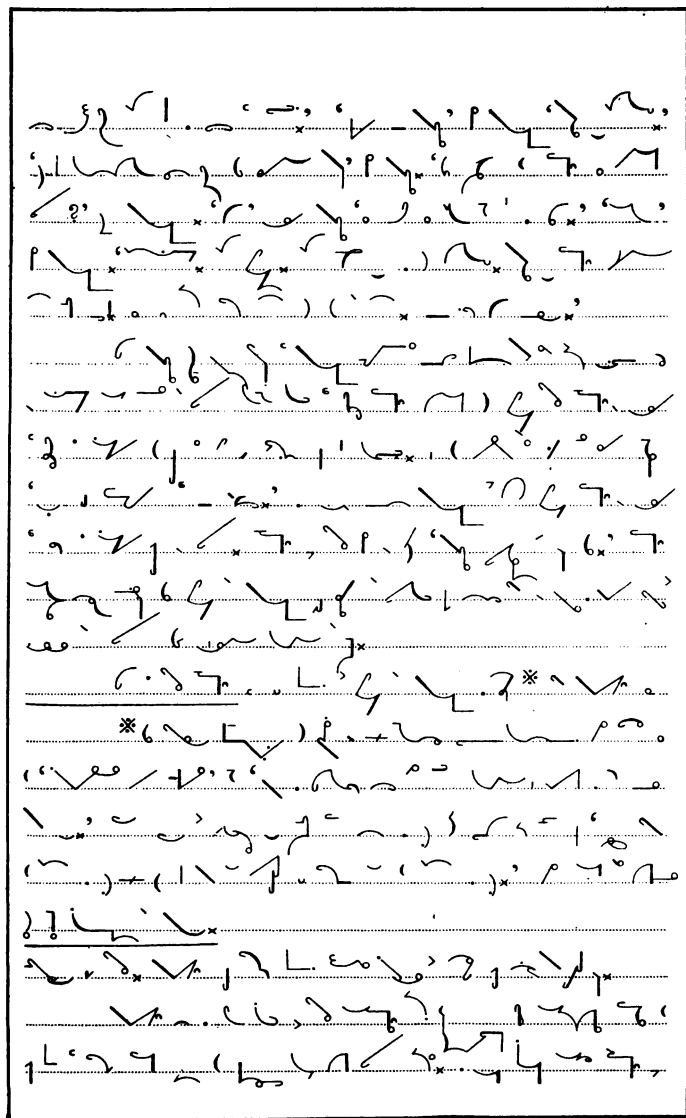
Indeed, there ground that would
devote clocks made one
kind nobody heard not wheels
other clocks dropping water
great wonderment people round about must
confessed that there men either
could contrive tell o'clock means
water.

water-clock made grandmother
water-clock tell
sunshine still existence Woolsthorpe

corner > where 2 dwelt, 1 must 1 marked >
 every 2 that 2 elapsed 2 Newton 1
 marked > moments 2 marked >
 still sunshine creeps 6 over 1 regularly 2 when
 2 first 1 1
 must not 1 that 2 lasted longer than 1
 maker 2 Newton 1 after 1 after
 2 crumbled 1
 2 wonderful faculty acquiring 2 simplest means 1 instance 2 method 1 find
 strength > wind? 2 could 2 that 2
 inconstant ungovernable wonder wind tell
 measure 1 strength 2 can 2 more 2 jumped
 against wind 2 could calculate 2
 gentle breeze brisk 2 even 2 sports
 2 secrets philosophy.

Not from 2 grandmother's residence there 1
 windmill / operated 2 plan 2 habit 2
 thither frequently 2 spend 2 examining 2
 parts. While 2 rest 2 pried 2 internal 2
 When 2 broad 2 motion 2 wind 2 watched 2

Handwritten phonographic notation on lined paper, consisting of approximately 18 lines of symbols and characters. The notation includes various letters, numbers, and special characters, some of which are stylized or combined to represent specific sounds or words. The symbols are written in a cursive, flowing style, typical of early shorthand systems. The lines of notation are arranged in a regular, horizontal pattern across the page.



[In the Reporting Style.]

HOW THINGS ARE MADE.—Continued.

THE ARTIFICIAL SILK INDUSTRY.

89-1. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 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Handwritten musical notation on a single staff, featuring various notes, rests, and bar lines. The notation is dense and appears to be a single melodic line. The page is numbered 55 in the bottom left corner and 1884 in the bottom right corner.

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duction of the large output of artificial silk manufactured by this process, which exhibits none of these inflammable properties, and resists the disintegrating action of the water has been achieved by careful research. To-day the production of the material by the original method, starting with a solution of guncotton, has met with signal success; and even in the absence of any competing process would have led to the building up an industry of a permanent nature, from which the textile industry generally would have derived much benefit. This process of manufacture may in time go the way of most original processes, and give way to the more direct methods of later date. At present it is responsible for about fifty per cent of the world's output. I have been informed in the Elberfeld-Barmen district, where five hundred thousand kilos are worked up every year, that for some manufactures the nitro-product is absolutely essential, while for others the newer products are of more value. If time proves that this is a normal condition, then the mere cost of production will not be the only determining factor in the situation.

Any way it is patent to all those interested that great economies have been effected in this process, more especially in the recovery of the solvents, and their reuse; in the rapidity of production; and in other ways of which no one outside the actual works can have definite knowledge.

Of the processes which have survived to this industrial stage, the three systems called, respectively, the nitrocellulose, the cuproammonium, and the viscose ones may be specially mentioned. These have been so controlled, that they now produce a marketable product, which is in such demand that delivery can only be obtained for the second half of next year at the earliest. This latter point is an important one, for it is an indication that the newly-founded industry is based on a genuine demand.

These yarns, which range in size from one hundred deniers upward, are not adapted to the manufacture of such materials as are prepared from ordinary silk fibers of from fifteen to thirty-two deniers, or even upward; but they enter into a whole range of articles, and have had a profound influence on certain manufactures, such as the braid industry, and given employment to a large number of hands. The new uses which are being found almost daily for these products also indicate a steady and increasing demand for the yarns in the future. For example, it is possible to manufacture a heavy cloth from these high denier yarns.

The early samples of the nitrocellulose product were extremely brittle and inflammable, and lost from fifty to seventy per cent of their strength on wetting. They were, however, extremely brilliant, and this satisfactory factor certainly led to further research and improvements in other directions, which, gradually decreasing these objectionable features, caused such a demand for the yarn in comparison to the possible supply, that the price of this artificial silk for a time actually exceeded that of the real material. The extreme brightness of the goods made from it, and their peculiar feel, was undoubtedly the cause of this. With this state of affairs there is no wonder that the industry in France and Germany expanded, and several companies were undoubtedly formed to work processes which had little chance of commercial prosperity. The patent list of these times also indicated the gradual expansion of the experimental work which naturally followed, and was destined to give to these countries an absolute monopoly of manufacturing, which they have held to all purpose until the last year or so, and also to give to the textile manufacturers of these countries a first call on this important and novel product. The absence of the yarn itself in this country was one of the chief factors causing our neglect of this matter. The many difficulties of the process were emphasized by the failure of the English company (starting to manufacture under the Chardonnnet rights) due, it was then said, to local atmospheric conditions, the actual solution prepared in France refusing to spin at the Coventry factory.

Dr. Lehner demonstrated his process in London, but it was in Switzerland that he built up the enormous business which is associated with his name, and which to-day turns out such large quantities of the nitro-product. Chardonnnet had to work with very high pressures, but Lehner, by modification of the solution, was able to squirt at very low ones. He also squirted into water, and in this way recovered the major portion of the solvent. The threads of nitrocellulose were wound on to bobbins and dried.

Factories producing such a product were destined, sooner or later, to come under the notice of the insurance companies. Serious fires took place, and were unpreventable. It was found that the nitrocellulose yarn in the dry state, like silk, became highly charged with electricity, and that self-ignition took place. The risks were subsequently modified by keeping the yarn in a wet state until it entered the "denitrifying" bath. There was still the alcohol-ether to be reckoned

with, and it is, I believe, still impossible to insure such a factory. This mattered little, however, to companies making such profits. The Tubize Company rebuilt part of its factory a few years ago out of the year's income and still paid a good dividend.

Great speculation in shares; high and fluctuating prices for the yarn; fire at the works—but, most important of all, an increasing demand for the product, characterized the early days of the industry, the slow and steady progress of which was assured and never in doubt.

HISTORY OF THE INDUSTRY.

In 1855 the well-known French investigator Réaumur suggested the production of what might be termed artificial silk, and in 1885 Andemars patented the production from a nitro-cellulose base, but nothing more was heard of the process. In 1884 Count de Chardonnet deposited with the Academie des Sciences a sealed document which was opened on November 7, 1887; it bore the title, "Sur une matière textile artificielle ressemblant à la soie." He had sufficiently worked out his process of manufacture to obtain a Grand Prix at the Paris Exhibition in 1889 for his product. He lodged his first patent on November 17, 1884 (Fr. Pat. 165,349). The first apparatus actually used for trials is shown in a photograph published in a work published by T. Foltzer in 1903 (*Fabrication de la soie artificielle parisienne*).

In 1889 Du Vivier produced a product termed "Soie de France," but except in small details the production, and product, was very similar to that of Chardonnet. In 1892 Lehner patented his modification of the Chardonnet process (Fr. Pat. 221,901, May 25, 1892).

As a result of these early inventions the following centers have produced this nitrocellulose product in large quantities. Works at Besançon in France; at Tubize and Droopgenbosch-Ruysbrock, in Belgium; at the four factories of the Vereinigte Kunstseide Fabriken, of Frankfort; at Kelsterbach, at Robingen near Augsburg; Glatthbrugg and Spreitenbach, near Zurich; at Padua in Italy, and in Hungary.

The first patent connected with the production of artificial silk from cellulose dissolved in a cupro-ammonia solution was that of Despeissis (Fr. Pat. 203,741, Feb. 12, 1890). The only remaining record of this appears in a French publication, as under the French law of that date the specification was not printed, and being abandoned, owing, I believe, to the untimely death of this investigator, is not available for

reference. Nothing more was heard of this process until Pauly in 1897 patented a process on very similar lines. The English specification has since been restricted by amendment so that the original suggestion of Despeissis, viz., the addition of a proportion of some albuminoid substance to the solution, has been omitted in the latter specification. In 1899 (Eng. Pat. 6556, 1899), Fremery and Urban took out their first patent, dealing with details in the manufacture. In the same year (Eng. Pat. 18,260, 1899), Bronnert patented his first improvement in connection with the direct solution of cellulose, although he had previously in 1886 (Eng. Pat. 6858) taken out a patent for improvements connected with the nitrocellulose process.

Pauly, Bronnert, Fremery, and Urban are forever associated with the industrial application of the copper-ammonia process on the large scale; they have through their investigations led to the development of the celebrated Glanzstoff Company, which to-day employs over 7,000 hands, and manufactures such large quantities of this product. Its headquarters are at Elberfeld, and works at Niedermorschweiler and Oberbruck in Germany, and it is also interested in work at Givet, and at Izieux, in France (Messrs. Gillet et Fils). I believe that a Spanish company, the Sociedad Espanola de seda Parisien, has ceased working. The British Glanzstoff Co., Ltd., has recently started works at Flint, which, it is said, will give ultimately employment to 2,000 hands. It is understood also that works will shortly be erected in Russia.

In 1902 Thiele took out his first patent for improvements which enabled much finer filaments to be spun than heretofore. This and subsequent patents suggested a possible development in the industry (Fr. Pat. 320,446) in competition with the natural article.

Since that date patents registered in connection with this copper-ammonia process have been very numerous. Only time will demonstrate their respective merits. In some cases copper carbonate in ammonia is used to dissolve the cellulose. Many patents deal with the use of different precipitating solutions, and details in the process, such as, for instance, the preliminary mercerizing of the cotton.

In the early days there were in this country several investigators of note working on the subject of artificial filaments, amongst whom may be mentioned Crookes, Swinburne, Wynne and Powell, and Swan; also the first patent for a direct process of manufacturing from allulose was taken out by two Englishmen in 1884. It was not until

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Volume XXIV.

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THE

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JEROME B. HOWARD, EDITOR.

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CINCINNATI, JULY, 1910.

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{ Fifty Cents a year.

THE GENTLE ART OF SOLICITING STUDENTS.

BY GEORGE SHANKLAND WALWORTH,
NEW YORK CITY.

Many of the business schools of the United States have of recent years employed canvassers, or solicitors, to get new students. In some cases special men are not employed, but the teachers are engaged with the understanding that they are to perform that service in addition to instructing. This does not necessarily interfere with the school-room work, for in many instances the canvassing is done mainly in the summer when the school is not in session. There are some schools, and large ones at that, which are set against the practise and never call on any one. However, the number of private business schools that never send out a representative to talk to a parent or a young man or young woman who should take a stenographic or business course are comparatively few.

The practise is looked upon with favor by many educators of high standing, and parents often express their thanks when a representative calls, especially when they take the initiative by writing or sending some one for a catalog. Its abuse, however, is condemned by all right-thinking persons, and tends to lower business schools in the estimation of the educated and refined.

A young man is thinking of

studying stenography and typewriting. He knows little or nothing about the subjects and the merits of the schools of his city, and, therefore, writes to two or three of them for information and catalogs. With surprising promptness representatives of the schools call upon him, probably with catalogs in their hands. If each limits his statements to the answering of questions and the presentation of the aims and merits of his school, it is all very well; but, unfortunately, these callers sometimes talk about their competitors in a disparaging manner, saying some things that are true and other things that are false. If the home is one the occupants of which are lacking in education or common sense, the representative that promises to qualify the young man in the shortest time and at the least expense will probably get him; if the home is one in which good sense prevails and a belief that a reasonable expenditure of time and money is necessary for a proper preparation, the most conservative representative will be successful, or, in extreme cases, the young man and his folks will be so disgusted with the way that the schools run down one another that the candidate will decide to take no instruction.

Some canvassers call so often that they lose the student through their annoying persistency. A practise that is condemned by the best

schools is that of a canvasser's continuing to call upon a person who has entered another school and paid his tuition. He keeps after him in the hope that some little discouragement or dissatisfaction will give him another opportunity, and he may offer, as an inducement to change, absurdly low rates and a credit of the money paid to the rival institution. This unprofessional procedure is so seldom successful that it is strange that it is ever followed. The canvasser could undoubtedly spend his time more profitably on new material.

A woman, the wife of a mechanic, called at an old conservative business school that did not employ canvassers to inquire about instruction for her daughter. She met the principal, a steady old bachelor, and talked the matter over with him fully, incidentally saying that she had previously called at another business school. The school she named was one of the hustling kind that had been in existence but a short time and employed a number of professional canvassers. The woman was favorably impressed with the statements of the principal and said that her daughter would enter for the course in shorthand and typewriting on the following Monday. As she was leaving, the principal said that the other school would undoubtedly send a representative to her home and use almost any means to get her daughter. She replied that his journey would be useless, that her present decision was final, and that she would not allow him to enter her home.

Monday morning came and the girl did not appear. The principal was interested in the girl, and, receiving no word, he decided late in the afternoon to call at her home

to learn why she had not come to school. He found that the family occupied rooms in a fairly good tenement house, and the mother opened the door when he knocked. She was a little surprised and embarrassed to see him, but asked him in. After a moment's hesitation, she gave this explanation:

"As you said, I had not been in the house long when a man appeared from the other school. I opened the door on a crack and told him that I had decided to send the girl elsewhere. He was not at all ugly when I told him, but said he hoped it was a good school.

"And would you mind telling me which one it was,' he says, nicely.

"Not in the least,' I says. 'It's Mr. Hapgood's.'

"Mr. Hapgood's!' he says, surprised like. 'Madam, if you had picked any other school I would have said never a word. Pray allow me to enter. I'm the father of a family, and I know what your feelings are as a mother. I deem it is my duty to tell you about the character of the man to whom you are about to intrust your daughter.'

"Well, he had me scared, and I let him in, and he took a chair and went on.

"It is a shame, madam, that parents should intrust their children with such a man, and they would not if they knew him as I do. He is such a bad man, such a bad man, I say, that his wife can not live with him! And he drinks, is drunk most of the time, and stays away from his school sometimes for a week. I don't insist that you send your daughter to our school, madam—send her anywhere, anywhere but to this man!

"Well, sir, he stayed and talked as much as two hours, and his in-

fluence was so strong that I believed him, and the girl took the money and started in his school this morning."

The competition between schools where some or all of them employ canvassers often becomes strenuous. Occasionally two canvassers meet at the same house and then extreme efforts are made to capture the candidate. One would think that the future existence of the schools depended upon getting that particular student upon any terms.

Two business school representatives happened to meet at the home of a woman with a sense of humor. One had a little start of the other and had about completed his say when the representative of his bitterest rival was ushered into the room.

The woman introduced the two men, asked them to be seated, and invited the later arrival to state the advantages and terms of his institution. He presented his school in the best light, and offered the lowest rates of tuition within his authority. His rival permitted him to continue to the end without interruption, and then, turning to the woman, said:

"You have heard what my opponent has to say, and I will now make you an offer which is authorized by my chief. Your daughter may enter our school and pursue the course without the payment of a cent. When she has been graduated we will get her a good situation as a stenographer. If, after we have done all this, you feel entirely satisfied and decide that we are entitled to some recompense, we shall be perfectly satisfied to accept whatever you choose to pay us."

In another business school in one of the large cities the principal was

called to the telephone. A man at the other end said he had a sister that he wanted to send to a good business school. Would Mr. Blakeley (the principal) call around and see him at his apartment within an hour or so. It was only two blocks away, and if he would call himself it would be a great favor, as this would expedite matters.

Mr. Blakeley was about to go out to luncheon anyway, and so he replied that he would be glad to call.

He found at the address given an elevator apartment house, and the door to the apartment was opened by a dark, slender man of about thirty years, who said he was the brother. The brother explained that his sister was at the time out of town, but was expected to arrive in a day or two. He was very particular about the associates of his sister, and wanted to know if Mr. Blakeley had a good class of students.

For some time he talked along in this strain, nervously smoking a cigarette. Mr. Blakeley assured him that his students, his teachers, and his building were the best. Then the brother said that he had visited Cudmore's school, a rival institution, and asked the principal's opinion of it. Mr. Blakeley knew that the school mentioned did inferior work, but he merely replied that his students were older, of a more cultured class, and, as this seemed to be the main point, it would be most convincing for the brother to visit both schools, walk through the class rooms, and decide for himself. He left with the understanding that the brother would call.

When Mr. Blakeley reached the street he reviewed the conversation as he walked along, and he continued to think about it as he ate his

luncheon. Suddenly it came to him like a shot that he had been trifled with. He recalled words and phrases that are habitually used by professional canvassers, and particularly remembered the brother saying that he rather favored Mr. Cudmore because his method was to employ a force of canvassers and get out and get the business. Cudmore's battle cry was, "We get out and get the business!"

After luncheon Mr. Blakeley went back to the apartment ready for fight, if his suspicions proved to be correct. The colored elevator boy said the brother had just gone out, that he lived there with another man, and that the other man was also out. He did not know where he worked, but he heard that he was in some school. Mr. Blakeley decided that he could not stay away from his school any longer, and he hurried back. He soon cooled down and decided to let the matter drop. The brother never called.

Competition is said to be a good thing in any occupation, but are the methods illustrated legitimate competition?

S. M. CALKINS.

S. M. Calkins was born December 30, 1872, in Randolph, Wisconsin, where he was educated in the public schools up to his sixteenth year. His elder brother, W. W. Calkins, an able phonographer, formed a class for instruction in the Benn Pitman system in the fall of 1887, and in this class the younger brother, probably the youngest member of the class, made his first acquaintance with shorthand. In the fall of the same year, having previously acquired a practical knowledge of telegraphy, he went into the employ of the Wis-

consin Central Railroad, and worked until the fall of 1891 as telegraph operator and relief agent. During this period he was persuaded to make an experiment in the study and practise of Lindsley's Tachygraphy—a modification of Pitman phonography, with the joined-vowel idea rather ingeniously grafted upon it—and, during the summer of 1891, he practised this system assiduously. In the fall of the same year he went to Ada, Minnesota, to accept a



S. M. Calkins.

clerkship in the Twin Valley Bank, of which he later became cashier, continuing this connection until the fall of 1902.

While in Minnesota, he came into frequent association with his brother, W. W. Calkins, and, upon his advice, again took up the practise of Benn Pitman Phonography, dropping the Lindsley shorthand. In 1902, Mr. Calkins went to Ashland, Oregon, where, for several years, he conducted an abstract office. At this time his interest in shorthand was greatly augmented through association with his brother, F. M. Calkins,* then official short-

* See the PHONOGRAPHIC MAGAZINE for March, 1910, page 59.

hand reporter of the courts of the first judicial district of Oregon. He then took up phonographic practise in earnest, and, in the spring of 1904, acted as substitute for the official shorthand reporter at Klamath Falls. In the fall of the same year he reported a term of court at Lakeview. Soon thereafter he formed a partnership in a general reporting business with W. W. Calkins, who, like his brothers, had decided to make his home in Oregon, and before the year was out he was appointed official shorthand reporter for the courts of the second judicial district. Of his experience as a beginner in professional reporting, Mr. Calkins says:

From the winter of 1903-04, I had made an almost invariable rule of having a reader read to me for an hour every evening, in addition to whatever practise I was able to get from the different publications put out by The Phonographic Institute. I also had Brown's work on phrasing. When I received this appointment, it was after I had stated to the judge who made it that I was somewhat inexperienced, but that he could rely upon my integrity, and that I would never attempt to deceive or mislead him as to any report that I had made, and, in addition to that, that I would use every effort to qualify myself. He, in turn, stated that he desired me to make my objective point the verbatim reporting of every case that came to me, and that he wanted the opening statements and arguments upon objection, and not a summary of them. I found my work extremely difficult, and during the first year I was, on some three or four occasions, greatly mortified by stumbling in reading. In the sharp argument following an objection I would get far enough behind to make quite an interval between the time I was asked to read the question and the time I had finished writing the ruling of the judge. The dead silence of that interval fluttered me, and in my haste to read the question quickly, I had, as I have said, several humiliating experiences. I made a resolution, however, to which I adhered, that I would not sacrifice the accuracy of my written report by abbreviating anything, and I continued to run the risk of stumbling, until I gradually grew out of it.

The year following my appointment, my brother was appointed United States Land Commissioner, and, for a matter of a couple of years, a great deal of congested land business was cleared up, following the fraud prosecutions in this state, and I did practically all of the reporting of land hearings before him. These, taken in connection with my regular reporting, gave me a great deal of very heavy work, and did everything for me in the way of steadying me and improving my work.

My idea and effort has been, and is, to write Benn Pitman shorthand. I have never had difficulty in reading my notes in transcribing, and have had none elsewhere, except as I have stated. It has been the custom for the judge here to call me into his office and hand me notes from a jacket, and ask me to turn to a certain witness's testimony and read it. This I have always been able to do, and I have done it over and over again. The "expedient" that I find most serviceable is the acquisition of skill in the application of the principles of the system.

The photographic reproduction of the specimen of Mr. Calkins's notes given herewith does not do justice to him, as it gives no adequate idea of the extreme deftness of his pen-touch. The specimen is taken at random from one of Mr. Calkins' land-office cases and so uniform is his workmanship that it seems that no page is better or worse than another in point of accurate outline-formation and masterly pen-craft. Following is the key:

Q. Do you know where any tunnel is on the David? A. I have n't been to the tunnel on the David. I have simply been to the open cuts that I made myself.

Q. Did you ever stake the David off? A. I did not; no, sir.

Q. How did you know you were on the David? A. I know it because I surveyed the Dardanelles claim that belongs to the North Fairview Mining Company.

Q. That has n't been officially surveyed, has it? A. I surveyed it myself, and it has been surveyed by C. M. Collier, United States Mineral Surveyor, for my account, afterwards.

Q. Isn't the Dardanelles an unsurveyed claim? A. The Dardanelles was surveyed for my account by C. M. Collier, United States Mineral Surveyor of Eugene, Oregon. Surveyed and staked by him.

Q. What was the occasion of your going there on the David, to find out the value of the ore there? A. I was tracing the vein.

Q. What was your idea of going on that property to trace the vein? A. Because it run part on their property and part on the—part on the David, and part on the Dardanelles.

Q. What is the size of that vein? A. Well, it depends upon where it would be sampled.

Q. The vein is there. Regardless—A. All the veins in the Bohemia run from a few inches to several feet.

Q. I am talking about this vein. What is the size of this vein? A. Well, it is all the way from—where I have sampled it, it is all the way from a foot to three feet wide, or more.

Q. Is this vein, where you sampled it, on the lower part of the incline, or near the top? A. What incline do you refer to?

Q. Isn't the David on an incline, on the side of a mountain? A. Yes, it is on the side of Fairview Mountain.

Q. This vein you found, was it toward the top, or toward the bottom? A. It was toward the east end of the claim.

Q. The lower part? A. Toward the east end of the claim.

Q. Well, is that up, or down? A. It is down, at the lower end. Down hill.

Q. Now, down at the bottom of the hill, where you saw the vein, don't you know as a matter of fact that that is where—

MORE DETAILS FOR MR. GREGG.

BY J. E. FULLER, GOLDEY COLLEGE,
WILMINGTON, DEL.

The report of the contest by Mr. J. E. Fuller, a member of the contest committee, which appears in the *PHONOGRAPHIC MAGAZINE*, says: "The results showed Mr. Fred H. Gurtler, of Chicago, to be the winner, his net speed being 173 words a minute." There is no mention of the system written by Mr. Gurtler, nor of the writers who came second and third; in fact, there is no mention of any of the other contestants. Assuredly a very incomplete report!—*The Gregg Writer*, for May.

Do not overlook the exclamation point, gentle reader, for it expresses Mr. Gregg's outraged feelings in regard to this important matter.

I am guilty of having failed to give information as to the system written by the winners. I forgot that Mr. Gregg believes that the merits of shorthand systems are proved by the results of speed contests. But perhaps I partly made amends for the omission by the detailed information given in my article, "Contest Conclusions," which appeared in these columns last month. Anyhow, I thought Mr. Gregg could give the information so much better than I that I hated to botch the job by undertaking it myself. Still, if Mr. Gregg has not told anybody and wishes me to do so, I will.

Really, I have had a distressingly hard time trying to write something that would please Mr. Gregg. The difficulty began as long ago as 1902, when I read a paper on the teaching of shorthand, at the E. C. T. A. convention in Philadelphia. Mr. Gregg, in his magazine, sharply criticized some of my utterances and then, after promising me the opportunity to defend myself in his own columns, as was my right, failed to afford it. However, I forgave him, realizing that he is kept so busy writing advertisements that he probably forgot all about the matter. So, in 1908, at the Philadelphia convention of the E. C. T. A., I tried again to please him, and I thought I had succeeded, for he asked me for a copy of my paper, so that he might print portions of it. Imagine my elation! But, although he told me in a letter that parts of it were so good that he still had "hopes" of me, he heartlessly disappointed me by printing never a word. "Assuredly a very incomplete report" of my paper, wasn't it? Am I soured or discouraged by my reverses? Not at

all; on the contrary, I propose to try again to make amends for my own shortcomings by giving further details about Gregg shorthand in speed contests. To make sure that everything I say is absolutely correct I shall go straight to the fountain head of accuracy and quote Mr. Gregg himself.

GREGG SPEED RECORDS.

The following extract is from the preface to the first (American) edition of "Gregg Shorthand," dated Boston, August, 1893:

Over five years ago Light-Line Phonography was published. * * * As regards speed and legibility the system has been written in a public hall, before independent examiners (including writers and teachers of Pitman's Phonography) for over six minutes, at the speed of 200 words a minute, and the notes were *read back without a single error*. (The italics are Mr. Gregg's.)

"Assuredly a very incomplete report!" It does not even give the name of the champion. My Washington report is almost as good as this. But what a pity there was not a Miner Medal contest that year! This speed prodigy must have had less than five years' experience, and would therefore have been eligible, and he made a record for accuracy that has never been equaled, (provided the matter he wrote was new) and his speed was better than any Gregg writer has ever made in a Miner Medal contest.

There is something strange about Pitmanic shorthand, when you come to think about it. It seems to be so inherently slow that it not only makes its own users write slowly, but it somehow acts as a brake or drag that retards the lightning speed of Gregg writers who are competing with them. In support

of that theory I cite the following instance:

The *Gregg Writer* for March, 1905, tells of the appointment in September, 1904, of E. A. Trefzger as official reporter for Peoria county, Illinois. Of him Mr. Gregg says:

We were greatly impressed by the remarkable skill displayed by this young lad who wrote (some months previously) 186 words a minute, and the notes were so legible that *we* could read them without hesitancy.

In the *Stenographer* for April, 1905, Mr. Gregg says, speaking of Mr. Trefzger, "He can write 200 words a minute in shorthand."

But when Mr. Trefzger, the successful court reporter, took part in the Baltimore Miner Medal contest *a year later*, the best he could do was to transcribe a test dictated at a gross speed of 167 words a minute, in which he made 82 errors. This slump in speed must have been due to the presence of Pitmanic shorthand in the room.

Two other remarkable records made when the writers were unhampered by the presence of Pitmanic contestants are those of Miss Power and Mr. Kelley. The official report of the convention of the Gregg Shorthand Association, held at Grand Rapids in July, 1903, says that Mr. R. P. Kelley wrote 235 words per minute, net, and that Miss P. A. Power, the champion of the preceding year, wrote at a net speed of 225 words. The report does not say how many minutes they wrote, nor does it say what sort of matter they wrote, whether new or not, nor does it say how many errors they made. "Assuredly a very incomplete report!" But after this stunt Kelley

was widely advertised as the fastest shorthand writer in the world.

MR. GREGG'S EAGERNESS TO CONTEST.

Mr. Gregg has always been eager for contests to prove the superiority of his system. This he declares in the preface to his Boston edition of August, 1893, as follows:

We have demonstrated again and again that Light-Line can be acquired up to a practical proficiency in a mere fraction of the time demanded by the older methods, and both in the public press and on the platform *we have challenged our opponents to compete for results*, but so far the challenge has not been taken up.

I supply the italics, in order that Mr. Gregg's warlike spirit may be fully appreciated.

But notice what happened at the Baltimore contest, in March, 1906. Mr. Gregg says, on page 295 of the *Gregg Writer* for April, 1906:

In view of the very unsatisfactory nature of the preliminary announcements we deemed it best not to have any writers of Gregg shorthand compete for the medal *this year*. In doing so we may have made an error in judgment, as *we are convinced that our expert writers would have simply walked away with the other competitors*.

It happened that Mr. Emil A. Trefzger, who was at the convention as demonstrator for the Remington Typewriter Co., entered the contest; and, although he has been devoting his attention for some months chiefly to typewriting, he made a brilliant record—in fact, a world's record for one of his age and experience.

Thus, you see, according to Mr. Gregg, Mr. Trefzger, though in the contest, did not “compete for the medal that year.” That is what some of the others thought when they saw that his net speed, under the rules, was 64 words a minute. Mr. Trefzger evidently thought something of the kind himself, for he has devoted his attention to typewriting contests since. When he

quit being a “successful court reporter,” and why, has not been so widely and blatantly advertised as the beginning was.

Mr. Gregg never explained how the “unsatisfactory nature of the preliminary announcements” of which he complained could have militated against his “expert writers.” Pearl A. Power, who, it is claimed, had written 225 words a minute, net, three years previously, was eligible. R. P. Kelley, whose net speed was 235, and who had been widely advertised as the “fastest writer in the world,” was eligible. Both were experienced in speed contests. Why did not Mr. Gregg, admittedly thirsting for the fray, have them compete?

At the Boston contest the following year, Trefzger, Kelley, and Miss Power were eligible, and by that time no fault could be found with the preliminary announcements. Can it be possible that Mr. Gregg had allowed them to forget that they could write anywhere from 200 to 235 words a minute, net?

After the Boston contest, Mr. Gregg said, on page 296 of the *Gregg Writer* for April, 1907: “Next year we hope to see the forward movement represented in the speed contests.” But at the Philadelphia contest, in 1908, no Gregg champions appeared. How this must have galled Mr. Gregg's proud and heroic spirit! His “experts,” each of whom had “established a world's record for one so young and inexperienced,” were exceedingly backward about coming forward in defense of the “forward movement,” to the honor and increment of J. R. G.

The first appearance of a Gregg writer in the medal contests was at Providence, in 1909. At least

two entered that contest and, like all the other competitors that year, overrated their ability and were disqualified for errors.

Mr. Gregg, like some of his unfortunate Pitmanic competitors, has, by means of advertising, put several names temporarily into the stenographic Hall of Fame; but he has had trouble in making them "stay put." Kelley and Trefzger are now connected with the typewriter trade; Miss Power has dropt completely from view, and another of the "phenoms" has recently been offering his services as a reporter "at a discount of fifty per cent from the regular reporting rates."

HOW TO MAKE BUSINESS SCHOOLS MORE INTERESTING.

BY ERMINIE A. WILLIAMS, EAGAN SCHOOL OF BUSINESS, HACKENSACK, N. J.

The demand of parents for "short courses" has caused the proprietors of business schools to eliminate everything from their schedules except the bare practical essentials of commercial knowledge; and the result is that teachers find the work in such schools exceedingly monotonous, while the one thought of the pupils seems to be that of getting away from the dreadful daily grind just as quickly as possible.

The business schools have also placed such emphasis upon "individual instruction" that it has had a very decided tendency toward cultivating within each pupil a selfish spirit, which manifests itself in a desire to keep concentrated upon himself a large share of the teacher's attention and assistance, and which makes him almost churlish

toward new pupils who also wish to claim their quota of aid.

In the public schools the individual is lost sight of in the "class," the "school team," or in the pride of the school as a whole. The various alumnal associations and annual reunions tend to keep this spirit alive, and to create an interest in such educational institutions, which the business schools, under the present conditions cannot create. However, a few wide-awake, original teachers have, by careful experimenting, effected a sort of compromise between the superfluous length of the one, and the dry, statistical briefness of the other, and have thus created an atmosphere of interest in the school that causes in each pupil a genuine feeling of regret when he is pronounced "finisht" and ready for his share in the world's work.

One commercial teacher conceived the novel idea of writing to the wives of men prominent in the world of commerce and manufacture, soliciting portraits of such men to hang in the schoolroom to serve as an incentive to success upon the part of the young men of the present day. When asked why he appealed to the wives, instead of the men themselves, he said that in all probability such a letter would never get beyond the secretary of such a busy man, and that the wives would consider it a compliment to their husbands, and would be quite likely to respond. His estimate was correct, for in nearly every instance the letter was graciously acknowledged, and a handsome portrait sent, some of them neatly framed. They were at once placed in the school, and these portraits formed the basis for many a lesson upon commercial geography, commercial law, and even

mathematics; while short biographical sketches of these men made very interesting matter for the daily dictation exercises of the shorthand teacher.

Another teacher introduced a new element of interest into the work of the commercial geography and English classes by forming a combination of the two studies in the use of the "cabinets" now placed in most of the leading high schools and academies in the land. Pupils were requested to collect specimens of wood, ore, products of the land, and anything which represented the leading industry of that particular state. These specimens were mounted, and composition writing became an easy task when it consisted in writing up the pupil's own personal knowledge and experience with such things. The following of these products into other countries also gave them an intimate knowledge of geography which can never be gained by the mere study of a text-book.

A practical knowledge of English correspondence was gained in one school by allowing the pupils to write actual letters to the students of other schools, which were mailed, and when the answers were received great interest was shown by all as to the different styles and forms employed.

If every school proprietor would equip his shorthand room with a *Phonographic Dictionary*, a leading magazine of the shorthand system in use in his school, and an inspiring magazine like *Success*, from which the teacher might select suitable material for dictation, aside from the regular text-books, it would prove to be money well invested, as it would cause more enthusiasm in the work, and prevent

that constant dropping out of pupils when only half through the course, simply because they are tired of the grind. In many cases the teacher is obliged to furnish all of these things at her own expense, but they should be considered a part of the school's necessary furnishing.

A few dollars spent for an annual picnic, or social treat of some kind, would also create a feeling of loyalty for the school, and do away with that impression the student so often has of being merely an orange which is being sucked dry by the owner of the business school.

In many places commercial alumni associations have been formed and meetings held annually. As only certificated graduates are considered as members, it proves an incentive to all students to remain until the necessary diploma is obtained. It is therefore to the interest of all school proprietors to aid in the forming and keeping up of such societies.

Many times a teacher has been astonished and greatly perplexed by the total failure of some especially bright pupil whom he has recommended to a business friend. This failure is caused many times through sheer nervousness brought about by the pupil's utter inexperience in taking dictation from any person except his teacher. This is obviated to a certain extent by requesting leading business men to give short talks to the pupils, now and then, upon their special lines of work. This will have the double effect of interesting the representative men of the place in the welfare of the school and of furnishing a splendid dictation exercise for your advanced class, and of helping them to overcome that feeling of shyness that a strange man is so apt to en-

gender. Many school men feel rather delicate about making such a request to their fellow-townsmen, but in those instances in which I have known it to be done, it was considered a compliment upon the part of the men so chosen, and they nearly all gladly responded to the request.

Leading manufacturers also readily granted permission for the school to visit their workshops, and these trips were used by the teachers as a reward for good work upon the part of the pupils, as well as an object lesson in commercial subjects.

These are only a few of the many ways in which the progressive teacher will find a way of making the work of the commercial school more interesting, if not too closely confined to old traditions by his employer; and in this age of new inventions it behooves us to invent new methods of teaching if we would keep abreast of the times.

MALDEN COMMERCIAL SCHOOL.

The cover-page of this issue of the MAGAZINE shows an excellent view of a small part of the shorthand department of the Malden (Mass.) Commercial School—Walter Leroy Smith, principal. This flourishing institution is conveniently housed in the Court Building, a modern structure situated on Pleasant St., at the corner of Linden Ave. Malden had in 1890 a population of thirty-three thousand, and the new census returns will doubtless show that it has grown to or beyond forty thousand. It is considered one of the most attract-

ive of the group of suburban cities surrounding Boston.

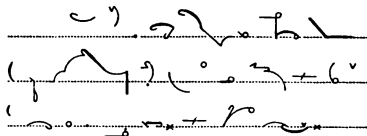
In equipment, physical and intellectual, Malden Commercial School keeps pace fairly and fully with the ever-growing requirements of commercial instruction. The educational ideals of the school are high, as is evidenced by the following advice to parents printed in its catalog:

Send your son or daughter just as far as you can [to grammar school, high school, and college] before sending him to us, as the more education he has the more we can do for him. It is our duty to add to and not to subtract from his educational equipment.

It is refreshing to hear the office of the private commercial school so truly and bluntly stated in this day when there are too many such institutions hesitating not to entice sixth- and seventh-grade students from the grammar school with offers to make wage-earners of them in a few months.

Mr. Smith, himself a graduate of Brown University, has surrounded himself with a group of superior teachers. At the head of the shorthand department is Lucy G. Annable, a normal-school and university graduate, who is experienced both as a business woman and teacher.

The school offers five distinct courses of study, fitting students for bookkeeping and stenographic office positions and for teaching.



SHORTHAND IN THE PHILIPPINES.

BY FORREST CLARK, MANILA.

The writer, as a stenographer in the employ of the Philippine Government and a teacher in the night classes of the Philippine School of Commerce, has collected the following data regarding the progress of shorthand in the Islands since the American occupation.

The study of this art appeals strongly to the young Filipino, probably on account of the opportunity it affords of entering the government service. Filipino students, as a rule, write beautiful shorthand and seem to excel the Americans in this particular, but they are greatly handicapped by the lack of a thorough knowledge of the English language, and, in consequence, few of them are ever able to hold first-class stenographic positions. At present there are many Filipino stenographers employed by the Government who have past the junior stenographic examination, as it is called, but those who have past the higher examination can be counted on the fingers of one hand. Almost without exception the best stenographic positions in the service are filled by Americans because of this reason.

The leading commercial school in the Islands is the Philippine School of Commerce, an Insular Government institution, organized in 1904, which offers a two-year course in Benn Pitman phonography, in addition to typewriting. The teachers are Americans. There is no charge for tuition, but the student must purchase his own text-books and stationery. The enrollment for the present school year is 335, this figure including students in all com-

mercial branches, in both day and night classes. A large majority of the graduates of this school, who are without exception Filipinos, secure positions in the various government offices located in Manila.

The following is a list of the remaining schools in the City of Manila that are worthy of mention:

Rizal Business College. Under the management of Mr. E. Staples. The system taught is Benn Pitman.

Remington School of Typewriting and Stenography. Isaac Pitman is taught here, in connection with Brockaway's Adaptation of Pitman to Spanish.

Academia Martí. Teaching the Martí system of Spanish stenography.

Ateneo de Manila. Night classes in which instruction in the Martí system is given.

CORRESPONDENCE.

GOOD TEACHERS WELL PAID IS THE NEED IN SHORTHAND SCHOOLS.

THE ALBUQUERQUE BUSINESS }
COLLEGE, ALBUQUERQUE, N. }
MEXICO, June 16, 1910. }

In this city, where our population is constantly changing, many students come to us who have studied the various systems of shorthand. Some have taken work in the best schools in the country. I am thus enabled to judge very accurately the merits of the several systems. Invariably the Pitmanic writers read their notes more readily, and especially is this true of the Benn Pitman writers.

I think that the failure of many stenographers is due to poor instructors. One young lady came to the school not long ago who claimed

to be a writer of Benn Pitman phonography, having studied it in a Denver school. She said her instructor seldom used a text-book. She did not write her outlines in position, knew very little of the rules, and, of course, was unable to read her notes. This goes to show that even with the best system and a good student it is just as impossible to turn out a good stenographer without a good instructor as it is to make cheese out of chalk.

I would suggest that you start a strong crusade among school men, emphasizing this point, and let them realize that good teachers should be paid well. Raise the price of tuition, if necessary, but give good instruction, get a better class of students, turn out better stenographers, place them in better positions, and then the commercial schools that follow this course will rise to a much higher plane than most of them now attain. This fact of poor instruction is not true of the small schools any more than the large ones. There are just as many slipshod students turned out from the "thousand-students-a-year" schools as from the small ones.

I have found that the public is very willing to accept high rates of tuition and lengthened courses, without a demand for guarantee of positions, if they are sure that the school will teach a system of shorthand which will be practical when learned and teach it in such a way that it can be understood. The school managers are responsible for the present state of lack of confidence in business schools which exists in many places. There are too many grafters, and not enough instructors. Too many of them are shaving their teachers' salaries ac-

counts to a minimum, and this occurs just as frequently in large schools as small ones.

J. E. GOODSELL, *Manager*.

DOTS AND DASHES.

TYPEWRITING CONTESTS IN SPRINGFIELD, MASS.—Two interesting typewriting contests took place, June 18, in the rooms of the Springfield Business School. B. J. Griffin, the proprietor, offered two prizes, one for the fastest writer in the high schools of western New England, the other a free-for-all for the operators of Hampden county, Massachusetts—the county in which Springfield is situated. There were about a dozen contestants in the high-school event and ten in the Hampden-county contest. The tests were of thirty minutes' duration, with a deduction of five words for each error, and the records are as follows:

Hampden county operators. — Maude Linker, total words 2,492, errors 54, net 2,222, average 74; Calixta Dupont, total 2,388, errors 47, net 2,153, average 71.7; Mary Rooney, total 1,910, errors 31, net 1,755, average 58.

High-school championship. — Miss E. Sabine, Torrington, Ct., total 1,908, errors 128, net 1,268, average 42; Miss Nellie Stratton, Leominster, total 1,206, errors 35, net 1,031, average 34.3; Hazel Amidon, Springfield, total 1,221, errors 80, net 821, average 27.3.

PERSONAL.

ROY E. FULLER, who for several years past has been connected with the Laymen's Missionary Movement, has recently associated himself in a general reporting business with Neil Satterlee, the well-known Chicago shorthand reporter. During his connection with the Missionary Movement Mr. Fuller went

round the world with a special committee, making reports of their proceedings and addresses, and in May of this year he reported, with the assistance of Mr. Satterlee, the Men's National Missionary Congress, which met in Chicago. In an early issue of the MAGAZINE we shall give our readers an account of how the work was done, written by Mr. Fuller himself.

SCHOOLS AND TEACHERS.

GEORGE WILSON MACDOW, of the 1910 class of the State Normal School, of Salem, Mass., has received an appointment in the commercial department of the Haddonfield (N. J.) High School.

IRA C. FOSTER, formerly in charge of the commercial department of the Emporia (Kansas) High School, has accepted an engagement with the Arizona Business College, of Tucson, Arizona.

FRANK H. ARNOLD, formerly with the Crawfordsville (Indiana) Business College, will be connected with the Cheyenne (Wyoming) High School next fall.

PIONEER COMMERCIAL WORK IN THE SALEM NORMAL SCHOOL.—The State Normal School, of Salem, Mass., (J. Asbury Pitman, principal) is doing pioneer work in fitting teachers to take charge of commercial courses in public high schools. If ever before so complete a provision for the training of teachers of this class has been made in a State normal school we have not known of it. Of the class of eighty-two seniors that were graduated last month from the school, and

who will now go out as teachers into the public schools, twenty-one received the diploma of the commercial course:

Helen Bruce, Rockport; Nelson Henry Cardwell, Salem; Maude Burbank Daverin, Dalton; Augusta Louise Davis, Amesbury; Mary Ellen Day, Salem; Edna Frances Fitzgerald, Revere; Martelle Elsie Giles, Salem; Mary Gertrude Gould, Danvers; Agnes Leona Healy, Danvers; Florence Augusta Hickey, Wakefield; Mabel Florence Ivers, Salem; Nelly Doris Keith, Salem; Abbie Jones Kennedy, Danvers; John Edward Martin, West Peabody; Nellie Elizabeth Mulligan, Salem; Warren Walton Oliver, Wakefield; Signe Hilda Pearson, Lynn; Anna Theodora Roche, Salem; Madeleine Louise Slade, Danvers; Ethel Frances Standley, Manchester; Lawrence Winton Wilbur, North Raynham.

Besides these regular graduates the following received certificates showing that they had completed a special one-year course:

Alice Cecil Bates, Bradford; Margaret Lee Henry, Norwalk, Conn.; Maria Gertrude Hogan, Dorchester; Pauline Sumner Howard, Mattapan; Bertha Lewis, Holliston; Marguerite Helen Lyon, Dorchester; George Wilson MacDow, Beachmont; Mabel Florence Peabody, Danvers; Alice Helene Marie Power, Dorchester; Frances Edna Weaver, Mattapan.

The commercial department is ably headed by Arthur John Meredith. The training of teachers of Benn Pitman Phonography has been done by Mary Louise Smith and Clara Ellen Townsend.

OBITUARY.

DE LAFAYETTE MUSSELMAN.

In the death of D. L. Musselman, which took place at his home in Quincy, Ill., Thursday, June 16th, the world of commercial education has lost one of its most distinguished leaders. He was born in Fulton

county, Illinois, in 1842, and spent his boyhood on a farm. In the district school, and later in Fulton County Seminary, he had the usual limited opportunities of those days for education, but so well were they improved that he became a well educated man, a fact that was afterwards recognized by LaGrange College in conferring on him the honorary degree of master of arts. In his twentieth year the civil war broke out and he enlisted as a volunteer soldier, serving the entire four years of the war. His exceptionally fine penmanship caused him



De Lafayette Musselman.

to be appointed orderly sergeant of his company, and soon he was promoted to a lieutenantancy and later to a captaincy.

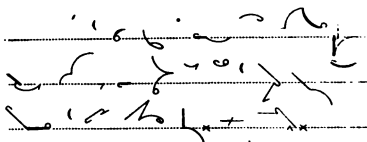
On his return home in 1865 he laid out the money he had saved in the service in furthering his education and went at once to Chicago, where he received instruction in the best business college of that day. On his graduation he taught for a year in Eastman's Business College, Poughkeepsie, N. Y., and thereafter was a master of penmanship in the schools of the Bryant-Stratton

chain. Following the death of Mr. Stratton he was engaged to teach penmanship and bookkeeping in the English and German College then flourishing in Quincy, Ill. In 1870 he purchased the Gem City Business College, a commercial school that then enjoyed only a local fame and limited patronage, but which under his wise and energetic management has grown to its present national reputation and to an attendance that includes students from a majority of all the states of the Union.

In 1874 Mr. Musselman married Mary M. McDavitt, who survives him, together with their four children, Harriet Virginia, De Lafayette, Jr., Virgil G., and T. Edgar.

For some years past declining health admonishes Mr. Musselman that the burden he had borne so long and well must be shifted to younger shoulders, and it is not the least notable and meritorious part of his life work that he so reared his sons that they might worthily begin where he had left off in the conduct of the great school.

In his private life Mr. Musselman was upright and blameless; in his citizenship he was loyal and public-spirited; in his professional activities he was progressive and high-minded, devoting himself and the best that was in him to the cause of education and human progress.



[Learners' Department.]

HAWTHORNE'S BIOGRAPHICAL STORIES.—Continued.

process } millstones . made } crush . grain
that) put } hopper. After gaining } construction
{ observed } }

[To follow Lesson XXVI]

not } grandmother . } neighborhood }
| been about } constructed . model } windmill (not
) / one } box-traps / } squirrels . every
part } complete } little } neatly made
linen . whirled round very swiftly when .
placed . draft . Even . puff . wind from
from . sufficient } motion .
handful . grains . put . little hopper .
converted } flour.

playmates . enchanted . windmill .
thought that } pretty } wonderful . } been
world.

one (forgotten one } that belongs .

that?" asked } that, from } roof }
foundation } forgotten }
where . ?" } friend.

"That ° true ~ ~ ~ one' f 2 x 7 ~ ~ con-
 sider ~ deficiency ~ supplied.
 ~ ~ ~ might ~ ~ ~ made ~ miniature figure ~ ~ man ~
 then ~ ~ not ~ been able ~ ~ about ~ ~ ~ ~
 ~ Captain ~ Gulliver ~ ~ not ~ discovered ~ island ~
 Lilliput ~ did not ~ that there ~ little men ~ world ~
 ~ / suited ~ windmill ~ ~ ~ happened ~ that ~ ~ / been
 caught ~ trap ~ ~ ~ other ~ ~ could ~ found, Mr. ~
 ~ appointed ~ that ~ ~ ~ made ~ very respect-
 able appearance ~ dark-gray coat ~ ~ sure ~ not ~ very
 good character ~ ~ ~ suspected ~ sometimes ~
 portion ~ grain ~ ~ ~ grind ~ ~ perhaps ~ ~ ~
 ~ quite ~ ~ ~ quadruped.
 ~ ~ ~ grew older ~ ~ found that ~ ~ more ~ matters
 ~ mind than ~ ~ ~ little windmill ~ ~ left
 ~ ~ ~ either absorbed ~ thought ~ engaged ~ ~
 mathematics ~ natural philosophy ~ ~ night ~ probable
 ~ ~ ~ reverential ~ ~ ~ wondered whether {
 worlds ~ ~ ~ great ~ ~ their distance from ~ ~ ~
 ~ that kept ~ ~ their courses. Perhaps, even ~ ~
 ~ ~ ~ Newton felt ~ ~ presentiment that ~ ~ able,

hereafter. questions.

When 14⁶ old ° mother's second husband
dead wished school.
Woolsthorpe, therefore tried turn
° attention mind } bent scholar that °
mother sent school afterwards University
Cambridge.

[To follow Lesson XXVIII]

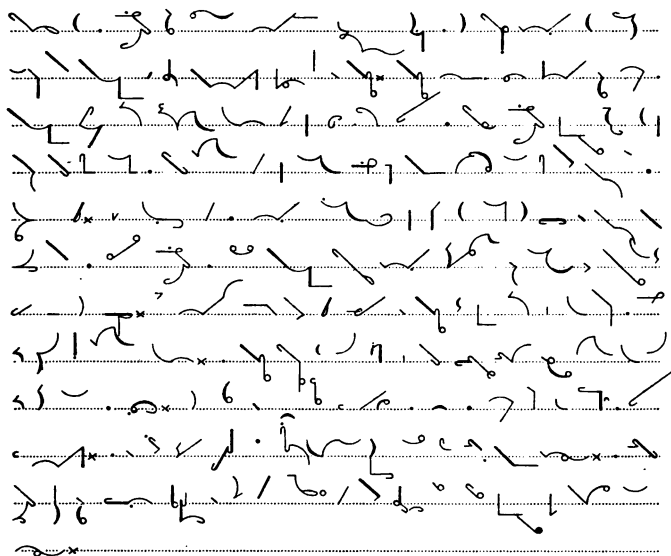
finished anecdotes.
mention splendid discoveries made
after that found nature light.
nobody could tell remember.
apple's leading discover gravitation.
their courses. When once
got hold permitted mind until searched
planets guided through did.
tracked their
found windmill explained
universe.

While accustomed spend night
after night through tele-

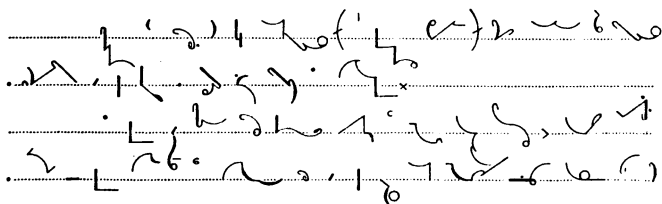
[In the Amanuensis Style.]

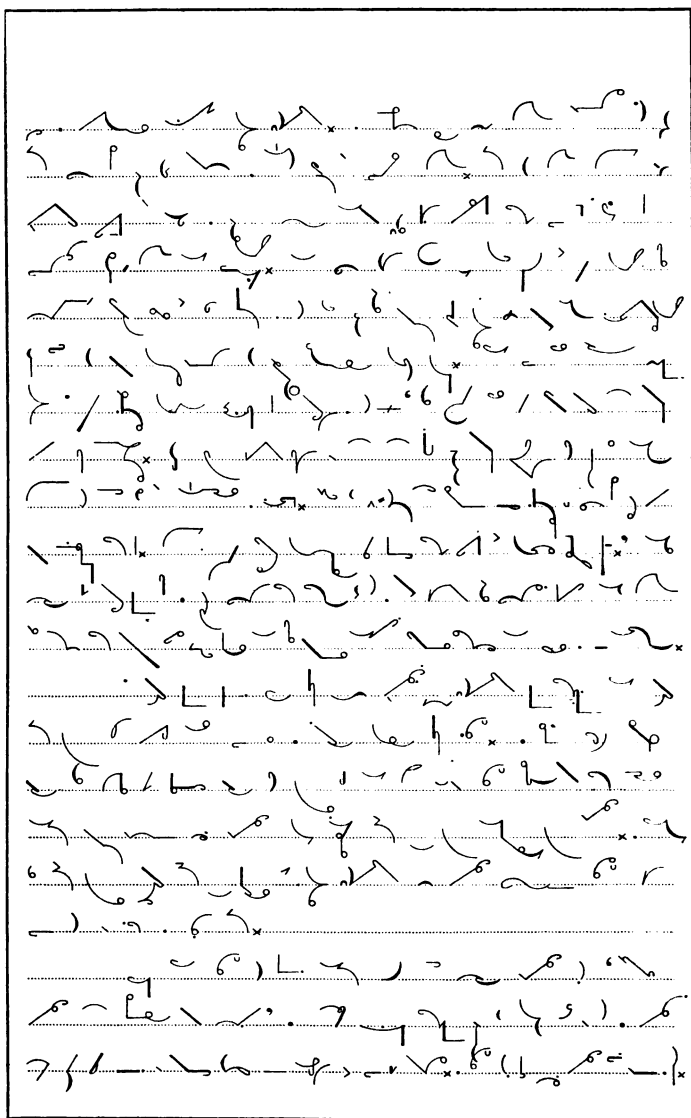
LAMBS' TALES FROM SHAKESPEARE.—Continued.

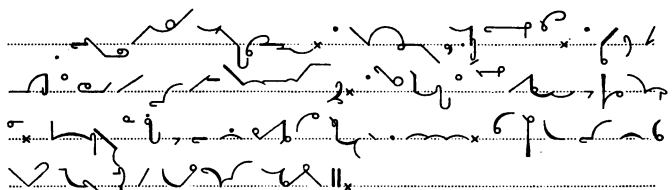
Handwritten text in Arabic script, likely a religious or philosophical treatise, written on lined paper. The text is dense and covers the entire page.

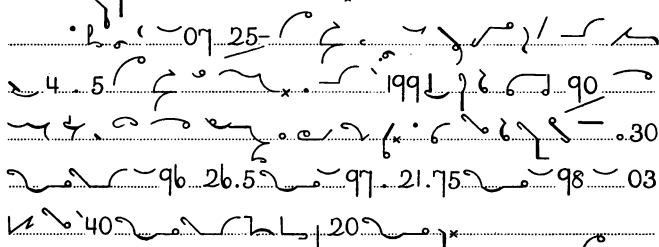


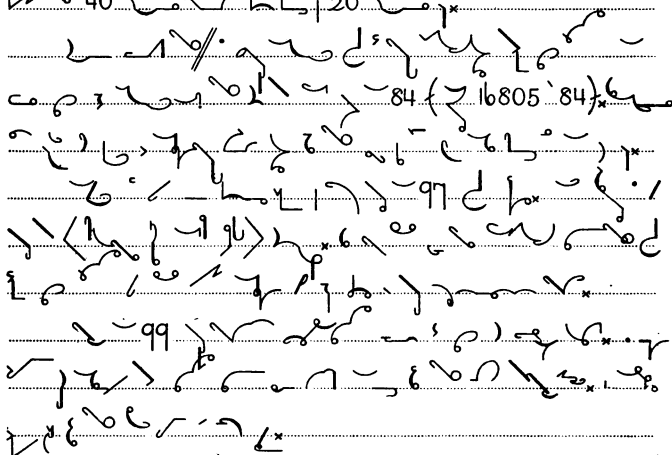
As You Like It.

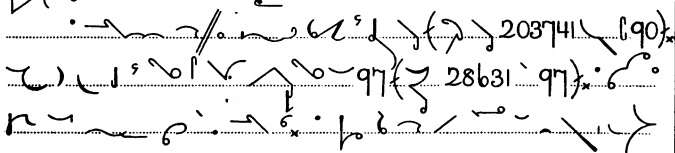


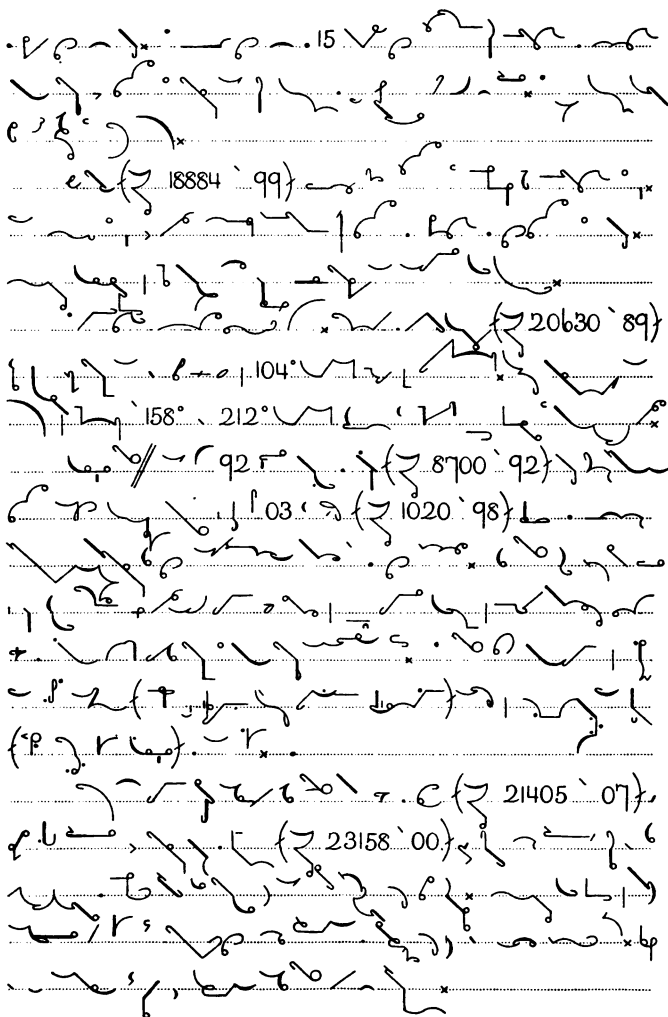












six years after this date that Despeissis took out his first patent, which formed the basis for the early working of the cuproammonium process. It remained for France and Germany to bring this industry to a successful issue. However, having recently reached a state of manufacturing efficiency, as at the Coventry Viscose Works, we have made up for lost time.

It was natural that France, with the silkworm industry so firmly established in the South, should look with greater interest upon the possible manufacture of an artificial product, which might supplement the natural supply. The fact that Pasteur was instrumental in saving that industry from decay may also have had an influence in intensifying the belief that the problem was capable of commercial realization through the aid of scientific research.

PROCESSES OF MANUFACTURE.

Chardonnet Process.—The original plant at Besançon started with an output of fifty kilos. a day in 1891; it had reached fifteen hundred kilos. in 1904, and eighteen hundred to two thousand kilos. in 1907, and seems to remain at that figure in 1909. The breaking strain is given at 1.5 grm. per denier, and the elasticity at about fifteen per cent. Whether elasticity is quite the term to use in the case of artificial silk is perhaps open to question. It is doubtful if the "stretching before breaking" which takes place can be compared with the actual elasticity of the real fiber.

Great precautions are necessary in the production of the solution of guncotton. The polariscope is used in determining the correct state of solution. The jets through which the collodion is squirted are accurately regulated by metric measurement. The process of denitration is, of course, a reducing one, and the details remain a secret. Temperature of the bath is a consideration, and the great aim is to reduce the loss of strength to a minimum. Years of study have greatly improved this operation, and have produced a thread which varies very little in this respect from day to day.

The statement is made that in 1907 2,500,000 liters of alcohol were consumed in the Besançon works, so that each kilo. required between 4 and 5 liters of alcohol in its manufacture. A kilo. of 199 denier thread of this silk contains 90,000 meters in length, or nearly two million meters of single filament as squirted from the jets. The selling price of this product has been given as 30 fr. per kilo., in 1896, 26.50 fr. in 1897, and 21.75 fr. in 1898; in 1903 it reached

the price of 40 fr. per kilo., and it may be taken at 20 fr. to-day.

Zinc chloride process.—The first patented invention dealing with the production of artificial filaments by the direct solution of cellulose in aqueous solution and without the intervention of the nitrating process was made by Wynne and Powell in 1884 (Eng. Pat. 16,805 of 1884). These investigators seem to have confined their attention to the industrial production of electric light filaments, and this process has proved itself of great value in this direction and is in use to-day.

In conjunction with H. K. Tompkins, I took out further patents in 1897 dealing with details. In one of these patents the advantage obtained by "drying of the fibers or threads in a considerably stretched condition" was emphasized. This practise has since found a place in all the artificial silk processes dealing with the direct solution of cellulose which have since reached the industrial stage; and without it, it is impossible to obtain yarns of the maximum brilliancy.

Bronnert in 1899 patented the preliminary mercerizing of the cellulose and claimed that the solution was correspondingly facilitated. A good deal of work was done in this country by the Cellulose Silk Syndicate, Ltd., in connection with this process, and also by Bronnert on the Continent; but in spite of statements to the contrary, I do not think that this process has ever been worked on a very large scale.

The cupro-ammonium method.—As before mentioned, this originated with the Despeissis patent (Fr. Pat. 203,741, Feb. 12, 1890). Nothing was, however, done with the process until Pauly re-patented the process in 1897 (Eng. Pat. 28,531 of 1897). The cellulose is dissolved in an ammoniacal solution of a copper salt. The details of this method are, of course, not made public, but after filtering a satisfactory solution may be obtained. The coagulating solution may be a fifteen per cent solution of sulphuric acid, copper sulphate and ammonium sulphate being produced, and the cellulose is precipitated in the thread form, and wound on suitable winders, which are usually made of glass. The newly-formed fiber is then washed on these holders with fresh water.

E. Bronnert (Eng. Pat. 18,884 of 1899) claims the treatment of cellulose with caustic soda, and then copper sulphate is added. When ammonia is added to the resulting mixture of cupric hydrate cellulose and sodium sulphate, a solution of the cellulose is obtained. Many patents have since been

taken out, and it is obviously impossible to disclose the exact procedure in any works, even if they are known.

The recovery of the solvent materials is mentioned later. Fremery and Urban have observed (Eng. Pat. 20,630 of 1889), that it is advisable to dry the product in two stages: First at 104 deg. F., and afterward at a higher temperature. If the yarn be submerged in water at a temperature of 158 deg. to 212 deg. F., they claim that a dehydrating action takes place with beneficial results.

Viscose Process.—In the year 1892, Cross, Bevan, and Beadle (Eng. Pat. 8,700 of 1892) patented their method of bringing cellulose into solution for industrial purposes, but it was not until 1903 that Stearn (Eng. Pat. 1,020 of 1898) disclosed a commercial method of preparing filaments by precipitating this solution in the required manner by means of a solution of ammonium salts. This process was found to offer special difficulties, but to-day they have been overcome; and as a result of the initial work and first experiments at Kew, works have been erected at Coventry by Messrs. Samuel Courtauld & Co., Ltd., where this product is being produced in increasing quantity. The process is also being worked at Sydowsaue, near Stettin, in Germany (Kunstseide und Acetatwerke Fürst Henckell Donnersmarck), in France, at Arc-la-Bataille, near Dieppe (Societe Francaise de la Viscose), and in Italy.

Further important work has been done in this country on this process by Courtauld and Wilson (Eng. Pat. No. 21,405 of 1907), who suggested the addition of glucose to the precipitating bath, and Topham (Eng. Pat. 23,158 of 1900), who applied the turbine method of collecting the threads to these artificial fibers, an extension, I believe, of its previous use in the spinning of very short-fibered yarns, such as asbestos. Many patents have been taken out by other investigators, which deal with the preparation of the solution, methods of squirting, and subsequent treatment of the yarn, but they are too numerous to mention here. It is interesting to note in passing that the jets used for squirting in this process are made of platinum.

An extension has been granted to the original inventors for their patent right in this country, so that although the patent dates from the year 1892 the rights are still in operation.

Cellulose silk process.—This product is manufactured under the Thiele patents at the English works at Great Yarmouth. Yarn is being produced down to thirty-five denier, or even lower. This process is a modified copper-ammonia

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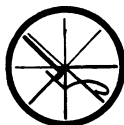
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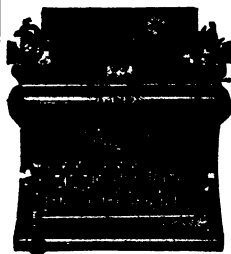
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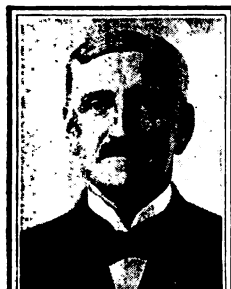
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THE PHONOGRAPHIC MAGAZINE.

JEROME B. HOWARD, EDITOR.

Vol. XXIV. No. 8. }
Whole Number, 344. }

CINCINNATI, AUGUST, 1910.

{ Five Cents a copy.
{ Fifty Cents a year.

BENN PITMAN PHONOGRAPHY RE-ADOPTED BY THE MILWAUKEE SCHOOL BOARD.

At the regular meeting of the Board of School Directors of Milwaukee, for June 7, the committee on course of instruction and text-books presented to the board the following report:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Course of Instruction and Text-books, after further consideration of the problem of shorthand instruction in the high schools, believe it to be unwise to make any change in the regularly-adopted system at this time. Authority was given in September, 1906, for a test of a system of shorthand other than the regularly-adopted system, and such other system is now being taught in two of the high schools. Your committee is of the opinion that the use of such other system should be discontinued as soon as possible. We recommend the adoption of the following resolution:

RESOLVED, that no change in the adopted system of shorthand, being the Benn Pitman system, be made the present year.

RESOLVED, that the use of any system of shorthand in the high schools other than the regularly-adopted system be discontinued after the close of the present school year, excepting, however, that pupils who have begun the study of any other system than the regularly-adopted system may be allowed to finish the course in such other system.

This report was signed by a majority of the committee. One member of the committee presented the following minority report:

TO THE BOARD OF SCHOOL DIRECTORS:

The Committee on Course of Instruction and Text-books, having had under consid-

eration the subject of a change in the system of shorthand instruction in the high schools, and a majority of the committee having recommended the continuance of the Benn Pitman system of shorthand instruction, and the committee having also recommended the complete withdrawal of instruction in the Gregg system of shorthand when the present classes receiving instruction in such system shall have graduated, the undersigned member of such committee, finding himself unable to agree with the action of the committee, begs leave to submit the following minority report:

It is the opinion of the minority of the committee, not based upon observation and experience, for he has neither to offer, but upon the testimony of shorthand writers and teachers throughout this country, and in foreign countries, that the primary essentials of a good system of shorthand can be summarized under three general heads or divisions, as follows:

(a) The distinct representation of every letter of the alphabet, vowels and consonants alike.

(b) The use of such marks to represent the vowels as are capable of being written in unison with the consonants.

(c) All the characters to be on the slope of longhand writing.

If the foregoing definitions indicate in a brief way, a good system of shorthand, then we must look elsewhere than to the several Pitmanic systems for its exemplification.

The minority of the committee does not hesitate to say that, in his judgment, the Gregg system of shorthand conforms very closely to the foregoing essentials, and the adoption of the Gregg system of shorthand by the board would be an index of progress in the teaching of the subject in our public schools. Some of the reasons for this view may be mentioned:

- (1) Freedom from the use of geometrical signs as a basis. (2) Has few angles.
- (3) Curves predominate. (4) Has no position-writing. (5) Is written on same slant as in longhand. (6) Has no long lists of arbitrary signs to be memorized.
- (7) Has no shading. (8) Adaptability to

phrasing. (9) Is simple, legible, and rapid.

The Gregg system of shorthand is easily mastered, more easily than the other systems. This is not an open question. Pitmanic writers freely concede it. It appeals strongly, therefore, to pupils of high-school age, arousing and retaining their interest. And the question of securing and holding the interest is always an important one.

The Gregg system is learned in a shorter period of time than are the Pitmanic and other systems, and the pupils become capable, if, indeed, not proficient writers in less time. Tests with the Benn Pitman and the Gregg systems in our own public schools under like conditions have proved this.

The Gregg system is well adapted for amanuensis work, particularly. The merest novice can do tolerable work with it. It is, therefore, a people's system and should appeal to the many. But for expert reportorial work, it has, in the opinion of the minority, no superior before the public.

The minority of the committee recommended the adoption of the following resolutions:

RESOLVED, that beginning with the next school year, the use of the Benn Pitman system be, and the same hereby is, discontinued in the high schools, excepting that pupils now studying such system be allowed to complete the course in the same.

RESOLVED, that beginning with the next school year, the use of "Gregg Shorthand," published by the Gregg Publishing Company, be, and the same hereby is, adopted as the system of shorthand for the high schools, the retail price to be one dollar and fifty cents (\$1.50), and the exchange price to be ninety cents (\$0.90).

The adoption of the majority report having been moved, the signer of the minority report moved that the minority report be substituted for the majority report.

The motion to substitute failed by a vote of ayes three, noes thirteen, whereupon, the question being upon the adoption of the majority report, that report was adopted by a vote of thirteen to two.

This is the latest chapter in the history of a prolonged effort, extending through half a dozen years,

to secure the supersession of Benn Pitman phonography by Gregg shorthand in the Milwaukee high schools. Two formal public hearings before the committee on course of study and text-books have been held in which the questions involved have been exhaustively argued. The latter of these hearings was held in April, 1910, and the debate was led on the two sides by John R. Gregg and Jerome B. Howard respectively.

Under authority granted at the beginning of the school year of 1906-07, a four-years' test was given Gregg shorthand in two of the high schools of Milwaukee (the North Division and the South Division) side by side with the continued instruction of Benn Pitman in the other two high schools (the East Division and the West Division).

It is in the full light of the information gained by these hearings and by the authorized practical tests that the action of the board is taken, and it may be pretty safely taken for granted that the action is conclusive.

REPORTING THE MISSIONARY CONGRESS.

BY ROY E. FULLER, CHICAGO.

The Men's National Missionary Congress, representing more than twenty million Protestant church members of North America, and consisting of more than forty-two hundred delegates, assembled in the Auditorium, Chicago, at 2.30 P. M., May 3, 1910, remaining in session until 10:15 P. M., May 6.

The program included many prominent business and professional men, fraternal delegates from Canada and Great Britain, together

with the leading missionary experts of North America.

While not exceptionally difficult as missionary conventions go, there was much of the record that was of a technical, or, at least, an unusual character, measured by the standard of every-day court or convention work.

Profiting by experience in reporting many religious and secular conventions, special arrangements were made by the writer to secure the



Roy E. Fuller.

maximum of promptness in turning out transcript with the minimum of effort.

Arrangements were made with Mr. Neil Satterlee, one of the leading reporters of Chicago, for the facilities of his office, and for his personal assistance in reporting. One afternoon, the congress divided into sections which met separately. To cover these, additional reporters were called in. The two of us, however, handled the main sessions with ease.

The table for the reporters was placed on the stage, immediately at the left of the speakers' stand; while in the nearest dressing-room,

just off the stage to the left, was located the phonograph.

Beginning each session with short takes of three or four pages, the two of us alternated in taking notes and dictating to the phonograph. This made it an easy matter for the one having the last take of a session to get his notes all into the phonograph before the audience left the hall.

No typewriting was done at the Auditorium. The phonograph records were sent to the office, and there they were typewritten promptly, so that the transcript was turned out hour by hour during the congress.

At the beginning of the concluding session, everything was in typewriting up to that hour; and the final session, although longer than usual, was reported and all the notes dictated to the phonograph before the audience dispersed upon the adjournment of the congress.

Of course, this sort of work is common enough in legislative and court reporting, but this is probably the first time that a missionary convention was reported in such a business-like manner.

The facility with which the transcript was turned out, and the accuracy of the reporting, made possible the printing of the proceedings of the congress in record time, there being no long delays for authors' revisions or re-writing from notes—a not unheard-of thing in convention reporting. The printed and bound report, of 620 pages, was issued June 6—a month from the date of adjournment. This is in striking contrast with the time required for the transcribing and publishing of many convention reports, such volumes often coming out many months after adjourn-

ment. In fact, the congress report came out in fewer weeks than it usually has taken months to publish other convention reports.

The notes of the writer herewith are from one of the congress addresses by Robert E. Speer (who, with the lamented Aaron Burr, holds the highest record for scholarship at Princeton University), probably the foremost student of missions in North America, and one of the most scholarly, versatile, and rapid speakers in the religious world.

The transcript follows. In the third from the last line of the notes it will be noted I have written "word" for "world." This was so evidently a mis-hearing that it would be incorrect to transcribe it anything but "world"—in fact, it caused no hesitation when I first came to it in transcribing the "take."

—and must find utterance in all the outgoing of our effort and our sympathy toward the non-Christian world. And I am not sure that after all this may not prove to be the one great point where the emphasis is needing now to be laid. It is futile for us to hope that with a little band of individuals sent out over the world we can preach to the world the gospel of peace when in all our organized national life in the West we are preaching the gospel of strife. It is futile to hope that a little band of men, however much they may attempt to isolate themselves from the national and racial life out of which they came, can preach to the world the gospel of love while in our corporate and national life we are preaching the gospel of selfishness and of distrust.

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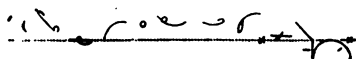
In answer to a circular letter, or "call," sent by a number of reporters of Kentucky to every stenographer of that state whose reporting ability was well known, or

who held official appointment as a court reporter, there met in the "leather room," at the Seelbach Hotel, in Louisville, on July 5, 1910, twenty-three members of the reporting profession, who then and there organized the Kentucky Shorthand Reporters' Association, "for the purpose of establishing and maintaining a proper standard of proficiency in the profession, and a proper standard of professional ethics, to promote friendly intercourse and good feeling among the members of the profession, to promote the enactment of just and equitable laws upon the subject of shorthand reporting, to enlighten the public as to the possibilities and limitations of shorthand, and to promote by all legitimate and proper means the interests of professional shorthand reporting in Kentucky."

Letters were received from sixteen reporters who were not able to be present, but who desired to be enrolled as charter members, making the membership of the new organization thirty-nine.

The attendance was from all over the state, the entire membership representing every section of the commonwealth to a remarkable degree.

The officers for the year are Charles A. Graham, Louisville, president; William Worthington, Lexington, first vice-president; John P. Cassilly, Louisville, second vice-president; Elizabeth C. Rogers, Paris, secretary-treasurer; Paul Wisenall, Covington, and Jos. E. Longstreet, Louisville, executive committee.



[illegible]

ELEVENTH ANNUAL MEETING OF THE PENNSYLVANIA SHORTHAND REPORTERS' ASSOCIATION.

The annual meeting of The Pennsylvania Shorthand Reporters' Association was held at Bedford Springs, Pa. on July 6 and 7.

The report of the secretary-treasurer showed that the association has eighty-one active members, and a balance in the treasury on July 1, with all bills paid, of \$346.83. As there are only ninety-six official shorthand court reporters in Pennsylvania, it will be seen that they are nearly all enrolled.

The proceedings included a very practical discussion of reporting as a business, in a paper, by A. W. Bowman, of Pittsburgh; a paper on the New York certified shorthand reporters' bill, by E. H. Keller, of the New York State Stenographers' Association; one on "Employment Insurance" by William M. Clift, of Philadelphia; one on "Civil Service for Stenographers," by Willard B. Bottome, of New York.

A special committee was appointed to revise the constitution and by-laws, with particular reference to the questions of establishing a pension or employment insurance system on the lines of those maintained by public-school teachers, patrolmen and other public servants, and of electing officers by a letter ballot in order to give a voice in the affairs of the association to members unable to attend the annual meetings.

The president was authorized to appoint a legislative committee whose function shall be to keep members advised of all proceedings in the legislature which may affect their interest, and to give or secure legal advice desired by mem-

bers on questions arising under the act governing their official employment.

The former officers were re-elected. They are E. L. Allen, of Pittsburgh, president; John G. Brown, of Media, first vice-president; W. D. Coston, of Scranton, second vice-president; William M. Clift, of Philadelphia, secretary-treasurer.

AN ADVERTISING MAN'S VIEW OF THE COMMERCIAL-SCHOOL BUSINESS.

[At the recent meeting of the Wisconsin Business Educators' Association an address on "School Advertising" was delivered by F. G. Cramer, president of the Cramer-Krasselt Company. Space limits will not permit the printing of the whole address here, excellent though it is, but the point made by the speaker before proceeding to the consideration of his main theme is too good to be overlooked.]

Before talking directly on the subject of school advertising, I am going to take the liberty of telling you what I think a school must do, or be, before it is ready to be advertised.

First of all, it must be prepared to give a satisfactory service. Second, it must use the most careful discrimination in the selection of pupils. Third, it must deliver to each pupil the best it has to give. Many schools fall short in the second requirement, mainly because they are too anxious for business. If they weren't quite so anxious, there would n't be much need for it.

You must not sell your service to all who apply for it. I say *must not* because that is just what I mean. If you do you haven't a school that can be advertised successfully.

You are not a seller of, or trader in education. You are a manufacturer. You are the maker of future business men and business women.

You must select the raw material just as carefully as the manufacturer of a good automobile selects the raw material for his product. He does not try to make case-hardened steel driving-gear out of wood or tin. You must not try to make high-grade business men out of blockheads or mollycoddles.

If you have a forty-horse-power service, each student when graduated should develop a forty-horse-power ability. There should n't be some that can not develop more than twenty horse-power to save their necks, or others that will not even spark.

The difference in the men you graduate is in the men, not in the school. You can only graduate high-grade men from high-grade material. And not until you are prepared to do this, and know that it is best to do this, are you ready to advertise.

I have said these things without the presumption of telling you how to conduct a business school—because I know nothing, or, at the most, a very little, about your business; but I do know what your school must be and do to make it advertisable.

SCHOOL OF COMMERCE OF OHIO UNIVERSITY.

Ohio University, Athens, Ohio, began in 1893 to offer courses in commercial studies. The increasing demand for this kind of work justified the establishment and equipment of a separate department in 1899, with a course of study consisting largely of commercial branches, and some re-

quired work in English and history. This arrangement gave the regular students of the University an opportunity to elect this work as part of their college course, and it is gratifying to note that many have improved the opportunity. These, and the special students who had a good preparatory training, were greatly benefited, and those who desired it have had no trouble in finding employment. But the greater part of the special students with meager preparation were poorly equipt for a successful business career, even after they had made a good record in their commercial studies. The result of this experience has been the establishment of a School of Commerce with two courses of study, each covering five years of required work, of which three years are preparatory and two collegiate.

Students in the School of Commerce have the same privileges in the University library, reading-room, literary societies, and gymnasium as regular students, and may enter any of the preparatory or collegiate classes without extra charge. Commodious rooms in Ewing Hall have been well equipt for this work.

Students who wish to fit themselves for amanuensis work can do so by taking the first three terms of shorthand and typewriting outlined in the teachers' course.

Thoroughness is emphasized in all the instruction. From the sixth week the student takes dictation for a period a day from the phonograph. This part of the course prepares students to take from dictation different forms of commercial correspondence and legal papers, including contracts, conveyances, wills, and a variety of court pleadings. The notes are transcribed on

the typewriter, and no work is accepted that does not come up to a high standard of accuracy and neatness.

The second year of the course is intended to prepare students to teach shorthand. After a careful review of the subject, with emphasis laid in the principles of outline formation, the student is drilled in advance methods of writing. A much higher speed is required and the matter dictated is of a difficult character.

The typewriter room is amply supplied with new standard machines and tabulators, and is equipt with mimeograph, letter-press, electric phonograph, and all modern, up-to-date office appliances pertaining to this work.

The shorthand classes are under the instruction of Mabel K. Brown (certificated), supported by an ample body of assistants, and the School of Commerce is under the able direction of Prof. Charles M. Copeland.

ANNUAL MEETING OF THE WISCONSIN BUSINESS ED- UCATORS' ASSOCIATION.

REPORTED FOR THE PHONOGRAPHIC
MAGAZINE BY ARTHUR V. SMITH
(CERTIFICATED TEACHER).

The Wisconsin Business Educators' Association held its annual meeting, July 7 and 8, at the rooms of the Spencerian Business College, Milwaukee, under the presidency of O. L. Trenary, Kenosha. The sessions, if not as largely attended as in former years, were, in point of interest and discussion, perhaps the most profitable ever held by the association.

The morning of the 7th was devoted to business, registration, etc.,

and to listening to words of welcome from "Uncle Robert" Spencer.

The afternoon session opened with an address by Edward W. Spencer (son of R. C. Spencer), assistant dean of Marquette University Law School, on "Commercial Law in Relation to Business Training." Mr. Spencer, before assuming his duties at Marquette, was associated with his father in business-college work, and was, therefore, in position to give much valuable counsel in regard to the importance of a knowledge of law forms to business-college students. Mr. Spencer's address was followed by a paper by Julia Wawrzyiak, Wausau, on "Methods in Shorthand." "By-products" was a topic ably discussed by H. M. Heaney, Kenosha. Mr. Heaney advocated the introduction of a reading-room, a regular morning half-hour, (devoted to music, discussion, address, etc., as an appropriate opening for the day), literary societies, socials, etc.

In the evening Prof. W. C. Webster, dean of Marquette University, delivered an address on "The Relation of the Modern University to Business Training." Professor Webster has recently come from the University of New York to take charge of this new department, and in an interesting manner he outlined the work and policy of Marquette in preparing men for business. He believed that the business college should be a feeder for the university.

The morning of the 9th was given over almost entirely to the discussion of the "solicitor problem," a subject introduced by Morton MacCormac, of Chicago. Mr. MacCormac, in a vigorous manner, attacked the practise of soliciting, contending that business-college solic-

ing was dishonorable, dishonest, and undignified. This paper aroused much discussion. Among those taking part in the discussion were R. C. Spencer, W. W. Way, Arthur V. Smith, Mr. Moore and others.

At the afternoon session, papers were read by Helen Merrifield, Wausau, on "Commercial Correspondence and Its Allied Subjects;" "Old and New Problems in the Teaching of Shorthand," by Arthur V. Smith, Milwaukee; "School Advertising," by President Cramer, Cramer-Kesselt Advertising Co., Milwaukee.

O. L. Trenary was reelected president for the ensuing year, C. A. Cowee, Wassau, vice-president, and W. W. Dale, Oshkosh, was reelected secretary and treasurer. The choosing of the next meeting-place was left to the executive committee with the recommendation that Milwaukee be chosen.

EDITORIAL.

THE GREAT FAULT OF THE BUSINESS SCHOOL AS SEEN FROM WITH- OUT AND WITHIN.

In another column will be found an extract from an address, delivered to a gathering of commercial-school men by a professional advertising man, in which the speaker admonishes his hearers that in order to make a commercial school fit to be advertised they *must not* sell their service to all who apply for it—that they must pick their

raw material if they are to turn out a marketable product.

This is the utterance of a voice from the outside—of one who in making it frankly admits that he knows nothing about how to conduct a business school. What follows is from the inside. It is taken from a private letter to the editor of the MAGAZINE, written by a shorthand teacher of national reputation, connected with a well-known commercial school. This teacher says:

During the last few years I have had opportunity to become familiar with the work of many institutions, and have received the opinions of many employees, with the result that I am firmly convinced that the greatest fault of the average business college is that it has very little concern about the efficiency of its output. Its great concern seems to be to secure a large enrollment and to pet and lull pupils into the idea they are all wonderful in their progress and are entirely competent to do the work of any business man. One of the managers of a type-writer agency in this city told me yesterday that it has been necessary to coach the pupils of all the colleges before sending to an office.

This is not as it should be. A private commercial school is not an institution of general education, having for its object the development of the powers of its students

in a cultural sense. Such an end it may indeed serve, and serve with great effect, but only incidentally. Primarily it is a vocational training-school and it will be judged, and justly, too, by the character of its finished product as measured in terms of vocational efficiency. Before training for such efficiency can legitimately be entered upon, the candidate must have made a certain definite preparation in the way of general schooling; and it is the duty of the commercial school to see that this preparation has actually been made before it allows the candidate to take up the training course. The private commercial school that enrolls a student who is unfit material for training into practical efficiency as a shorthand writer or bookkeeper sins against the student, against the business community to which it appeals for support, but most of all it sins against itself.

CORRESPONDENCE.

QUICK WORK.

ANADARKO, OKLA., }
July 11, 1910. }

I have had some personal experience as to how rapidly the Pitman system of shorthand may be learned. Five months from the

time I began studying it, I reported a case in the Federal court, and in eight months I was taking cases with ease, reporting for a branch of the Federal court and for the county court. Sixteen months ago I was appointed official court reporter of the 59th District Court of Texas.

MATTIE B. OSLIN.

ACCURACY HIGHER THAN SPEED.

INTERSTATE COMMERCE COMMISSION, WASHINGTON, D. C., }
July 11, 1910. }

Dissemination through the proper channels of the timely and valuable "inside information" found in the sediment from the boiling-down process, as given by J. E. Fuller, of Wilmington, Del., in the June number of the MAGAZINE, is of urgent necessity if the result of the Miner Medal shorthand contest is to be viewed in its proper light. That the result of such a contest would furnish an opportunity for the exploitation of the alleged merits of a particular system of shorthand was foreseen.

It is a fact that one publisher, at least, has not neglected to appropriate the so-called facts for a basis of argument in favor of his system.

Manual dexterity is not the only factor entering into the result of a contest such as the one under discussion; a thorough understanding of the basic principles of a system is as important a factor as the ability rapidly to construct on paper, signs and co-signs representing the utterances of a speaker.

In a number of systems of shorthand, "context" is made to work over time without extra pay, and one of the most impartial and unbiased methods of determining the superiority of one system over an-

other is to test the carrying capacity of each with the help afforded by context partly eliminated. Context should only be relied upon (substituted) when other means of representation have been exhausted.

As an illustration of how much higher accuracy is regarded than speed, it may be stated that in civil service examinations when accuracy falls below a given percentage, no credit is allowed for speed.

It has been said, and perhaps truly, that any system of shorthand is good in the hands of a capable writer. It follows, therefore, that a nearly-perfect system in the hands of the same writer is better.

F. C. WEEMS.

TEACHERS' SALARIES AGAIN.—CONCERNING SYSTEMS.

ALBUQUERQUE, N. MEX., }
June 25, 1910. }

Since writing you last, one of the largest schools in the West has written to the principal of our commercial department offering seventy-five or eighty-five dollars a month for a high-grade man who is a good penman, solicitor, and instructor to take charge of the commercial department of that institution; yet this same school sends out advertisements stating that they place students in positions at salaries of one hundred dollars a month. The manager proudly boasts of his own achievements and success; in fact, nearly every paragraph of the school's literature contains his name. He names every bank in his city as a reference. Is it any wonder that we can not find our best commercial teachers staying in the work, but going into offices instead, and is it a wonder that we find a lack of confidence in our business schools? And how

hard do we find it when we advertise an eight-months' course to convince people that our school offers better training than some of the widely advertised "get-rich-quick, short-system" schools that "guarantee" they can qualify office assistants in less than half that time!

A few years ago I was in the office of Mr. —, the manager of the school by that name, in — while a young lady was talking to him about a shorthand course. If I remember rightly, his school at that time was teaching four systems: Benn Pitman, the Gregg, the Chartier, and the New Rapid. In answer to a question by the young lady as to which was the best system to study, Mr. — asked, "How many months can you devote to the course?" As usual, the young lady replied, "I wish to get through just as soon as I can." "Well," said Mr. —, "you can complete the Chartier or McKee's in three or four months, the Gregg in six months, or the Benn Pitman in eight or nine months." Then he further explained that the Chartier or McKee was good enough for the average work, that the Gregg was a good system for commercial work, but for professional reporting, the Benn Pitman was the best. After his visitor had left, I asked him why he taught the four systems when he considered the Benn Pitman the best. His reply was, "I must do so; my competitors have short systems, and I must keep up with them." Very poor business policy, I think, for the standard of his graduates of the short systems will soon be known and will come back upon him like a boomerang.

I am pleased to note the decision of the school board of Milwaukee, Wis., but it is only what is to be expected from an intelligent body

of men who probably have some knowledge of shorthand systems—at any rate, know the difference between a good and a poor stenographer.

I have always felt a deep sense of gratitude to an old school man who so urgently advised me to take the Benn Pitman system in preference to the Gregg, and though I have investigated the several other Pitmanic systems, I am every day becoming a stronger advocate of this system.

Very truly yours,
J. E. GOODELL.

ANNOUNCEMENTS.

NATIONAL SHORTHAND REPORTERS' ASSOCIATION.

Secretary Kendrick C. Hill has sent out from his office in Trenton, N. J., a broadside which, in addition to the information given under this head in the May number of the *MAGAZINE*, contains the following important points with reference to the twelfth annual convention of the association that is to be held in Denver, August 22 to 26:

Headquarters and hotel rates.—Hotel Savoy will be the convention headquarters. Rates (European plan): Rooms without bath, but with hot and cold running water, telephone, and every modern convenience, and in the immediate vicinity of a bath, two dollars for one person and three dollars for two per day. Rooms with bath will be four dollars for one person and five dollars for two in a room per day. Those anticipating attending the convention should make their room reservations at once, corresponding with the hotel direct.

Sessions.—The sessions of the convention will be held in the State Capitol Building, in the Colorado Supreme Court Room, and will be presided over by the president, Oscar L. Detweiler, of Philadelphia.

The executive committee will meet on Monday morning, at 9:30 o'clock, pursuant to the call of the president, in the

Supreme Court Room at the Capitol. It is hoped that there will be a large attendance, both of members of the executive committee and members, at this important meeting prior to the opening session of the convention.

Program.—After the presidential and other addresses, the secretary-treasurer will make full reports relating to the numerical and financial status of the association. On Wednesday, Chairman McBride and Secretary Roberts of the committee on legislation will present their usual voluminous, painstaking, intelligent and instructive annual report, for the careful consideration and action of the convention.

At the opening session of the convention Hon. John F. Shafroth, governor of Colorado, will deliver an address of welcome.

During the convention addresses will be delivered by the following distinguished members of the Colorado bench and bar, who were formerly shorthand reporters:

Tuesday's Session—Edmund J. Churchill, "The Shorthand Man in Business."

Wednesday's Session—Caesar A. Roberts, "The Man Who Hears, Learns."

Thursday's Session—Judge H. P. Burke, Sterling, Colorado, will deliver an address.

During the convention papers will be read by Clifford P. Gehman, Denver: "A Certain Poor Man;" Edward K. Miliken, Portland, Maine: "Membership Qualification;" Willis N. Tiffany, Los Angeles, Cal.: "Standardization."

Banquet.—Hotel Savoy, Thursday evening, August 25. Toastmaster.—Edwin M. Williams, Los Angeles, Cal.

Speakers.—Hon. Charles J. Hughes, Jr., U. S. Senator from Colorado; Hon. Robert W. Bonyne, ex-shorthand reporter, ex-Congressman, member U. S. Monetary Commission; Peter P. McLoughlin, New York; Leo Longley, Los Angeles, Cal.; Robert S. Taylor, St. Paul, Minn.; Harry J. Emerson, Toronto, Canada.

Mrs. Willis N. Tiffany, who so completely charmed her auditors at the Lake George banquet last year, has kindly consented to sing at the Denver Banquet.

Speed Contest.—The second annual speed contest for the championship of America and the trophy donated by *The Shorthand Writer* (first won at Lake George, August 24, 1909, by Mr. Willard B. Bottome, of New York) will be held on Tuesday afternoon.

Legislative Committee.—President Detweiler wishes the announcement made that it is the especial desire of the com-

mittee on legislation to meet individuals or committees from the different states in *re* legislation. The committee will be accessible at any time for conferences upon this subject, and President Detweiler, Chairman McBride, and Secretary Roberts of the Legislative Committee wish this fact made very plain to all who may be concerned. Wednesday evening has been reserved for a general conference with the committee on legislation. *Please bear this in mind.* This is the only evening devoted to association business in this way. This being the case, it is hoped that there will be a full attendance at this important conference.

Transportation.—The special party from the East will leave for Chicago via the Pennsylvania Railroad, on the following schedule, and all of our friends are invited to join with us.

Leave New York 5 P. M., Thursday, August 18.

Leave Philadelphia (North Philadelphia Station) 7.02 P. M., Thursday, August 18.

Leave Washington 5.45 P. M., Thursday, August 18.

Leave Baltimore 7.05 P. M., Thursday, August 18.

Arrive Chicago 4 P. M., Friday, August 19.

Requests for sleeping-car space to Chicago with this party should be made at once to Kendrick C. Hill, Secretary, Trenton, N. J., so that necessary arrangements may be made for their comfort. The cost of berths to Chicago is as follows: New York, \$5; Philadelphia, Baltimore, and Washington, \$4.50.

After carefully considering the merits and advantages of the various railroads running to Colorado, we selected "The Burlington Route" west of Chicago and St. Louis. If the number warrants it, that company will run a special train or attach special cars for the accommodation of our members, their families and friends, leaving Chicago on the following schedule:

Leave Chicago, Ill., 5 P. M., August 19.

Leave Peoria, Ill., 7.10 P. M., August 19.

Leave Galesburg, Ill., 8.48 P. M., August 19.

Leave Burlington, Ia., 10 P. M., August 19.

Leave Lincoln, Nebr., 7.15 A. M., August 20.

Arrive Denver, Colorado, 7.30 P. M., August 20.

I would impress upon each one the importance of being at "Burlington Route" Station, Canal and Adams Streets, Chicago, by 4.30 P. M. on the afternoon of August 19, so that there

may be no delay or hitch in the arrangements.

The return trip can be made via "Burlington Route" from Denver either via Omaha, St. Joseph, or Kansas City to Chicago, or via St. Louis, at the same rates, only it is important that full route be designated at the time tickets are purchased.

I am informed that Pullman equipment will be somewhat scarce at that time, and it is the desire of "The Burlington" to give us the very best equipment possible, so would urgently request that you communicate with H. A. Cherrier, general agent, passenger department, "Burlington Route," 211 Clark Street, Chicago, asking him to reserve what space you desire with the "National Shorthand Reporters' special party."

For those members residing in the Southwest would suggest "Burlington Route" train leaving St. Louis at 2.15 P. M. and Kansas City at 9.30 P. M., August 19, arriving at Denver 4.05 P. M., August 20. It is to be hoped that many of our members can make it convenient to join the special party from Chicago, as it will be a source of pleasure to all to travel together and visit en route.

For sleeping-car reservations east-bound, or general information concerning side trips in Colorado, kindly call on S. R. Drury, general agent, passenger department, "Burlington Route," 701 Seventeenth Street, Denver, Colorado, who will take great pleasure in serving you.

Entertainment.—The Denver entertainment committee, Charles W. Reitler, chairman, have made elaborate and extensive preparations for their guests.

There will be a trip to the foothills especially for the ladies, on Wednesday afternoon.

Tuesday evening there will be a convention trip to Lakeside or Elitch's Gardens.

On Friday and Saturday, the convention will be in the hands of the entertainment committee. Leaving Denver Friday morning over the Colorado & Southern to Colorado Springs, thence via the Cripple Creek Short Line, greatest scenic route in the country) to Victor (the heart of the Cripple Creek district, where, under the efficient guidance of John H. Nicholls, superintendent of the El Paso Consolidated Gold Mining Company, the "greatest gold camp on earth" will be thoroughly inspected; thence to Cripple Creek via the electric railway, where the members will "camp" over night; an early start will be taken Saturday morning, via Colorado Midland, to Manitou, thence to Pike's Peak, via the "cog road," thence after refresh-

ments to Colorado Springs, via the "Garden of the Gods" and "High Drive," by automobile, where our special will be awaiting us, thence to Denver the same evening, this concluding the convention.

Special Notice.—Bring along light overcoats, wraps, medium underwear, etc., as the nights are apt to be quite cool, especially in the higher altitudes, say over night at Cripple Creek, which is 10,000 feet above the sea.

The week following the convention the members can, if they desire, take the famous Georgetown Loop—Mt. McClellan trip, and the trip to Glacier Lake and Eldora. In fact, there are quite a number of trips that can be taken to advantage, either out of Denver or Colorado Springs, which can be arranged through the Denver transportation committee (of the local entertainment committee), appointed for the benefit of those desiring to see Colorado while at the convention.

All those who contemplate attending the convention will please promptly advise the secretary, as the Denver entertainment committee wish to know approximately how many to make arrangements for on the various trips, at the banquet, etc.

DOTS AND DASHES.

CATALOG OF THE LIBRARY OF THE NATIONAL SHORTHAND REPORTERS' ASSOCIATION.—Dr. William D. Bridge, the librarian of the National Shorthand Reporters' Association, is justly proud of the catalog of the Association's library that has just been issued. The work of compilation was done by the librarian, that of reproduction (by means of the Multigraph) is by J. D. Strachan, of Indianapolis, one of the most zealous and enthusiastic members of the association. Dr. Bridge has divided the Association's books into eighteen divisions—biographies, catalogs, convention reports, dictation books, dictionaries, histories, books of instruction, legal documents, magazines, miscellaneous, pedagogy, phonetic reform, phrase books, reading books, re-

views, shorthand numerals, textbooks, typewriting books. Books by 102 different authors are to be found in the collection, which seems to contain between five and six hundred volumes. Members of the association are entitled to use the books on payment to the librarian of the amount necessary to cover expressage or postage stamps used in transmitting the books.

SCHOOLS AND TEACHERS.

GEORGE J. WEAVER has been appointed to take charge of the shorthand department at Memorial University, Mason City, Iowa.

BERTHA LEWIS, of the class of '10 of the Salem (Mass.) State Normal School, has accepted a position as teacher of Benn Pitman Phonography in Tyler's Business College, Worcester.

GERTRUDE O. HUNNICUTT, late of the Blair Business College, Spokane, Washington, is employed as principal of the shorthand department of the Lockyear Business College, Evansville, Indiana.

MRS. FLORENCE T. DAVIS (certificated, formerly of the Simonds Free High School, of Warner, N. H.), has accepted a position as commercial teacher in the high school of Hyannis, Mass., for the school year of 1910-11.

GEORGE STUCKERT, of the Quartermaster's Department, Fort William McKinley, Rizal, P. I., is conducting shorthand classes in the Y. M. C. A. of the fort. The lessons run three times a week from May to

January, and in spite of the difficulties and interruptions that are necessarily a part of the soldier's life, the class is making encouraging progress in the mastery of phonography.

LOUISE HANCOCK (certificated) has been engaged by the Spencerian Business College of Milwaukee for the coming school year. Miss Hancock, who is a graduate of the Louisiana Industrial Institute, of Ruston, La., taught last year in the Lindsey-Wilson Training School, of Columbia, Ky.

SINCE last reported the Teachers' Certificate has been awarded by the Phonographic Institute to the following-named candidates:

MARTIN L. MEDLEY, 319 W. State St., Alliance, Ohio.

GERTRUDE E. MCINTYRE, 941 Granite Bldg., Rochester, N. Y.

MARGARET G. PERRY, 1137 N. Fulton Ave., Baltimore, Md.

CHARLES HERBERT GLADFELTER, Temple University, Philadelphia, Pa.

BRAINERD D. STOWELL, Burdett College, Boston, Mass.

SINCE last reported the Amanuensis Certificate has been awarded by the Phonographic Institute to the following-named candidates:

Recommended by ELLIE GILLIS (certificated teacher):

LUCY L. MACDONALD, Kensington, P. E. I., Canada.

Recommended by SISTER MARY CHARISIA (certificated teacher):

EMILY O'RORKE, Chatawa, Mississippi.

SUSIE M. RAMSEY, Chatawa, Mississippi.

LENA MARY MURRAY, Chatawa, Mississippi.

Recommended by SISTER ST. RUFINA (certificated teacher):

VIOLA KIRK, Charlottetown, P. E. I.

CARRIE SINNOTT, Charlottetown, P. E. Canada.

EVA KIRK, Charlottetown, P. E. I., Canada.

MARY W. TRAINOR, Charlottetown, P. E. I., Canada.

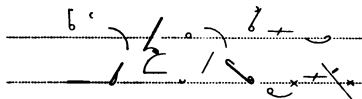
ANNIE CAHILL, Charlottetown, P. E. I., Canada.

DOROTHY MCEACHERN, Charlottetown, P. E. I., Canada.

BESSIE BLANCHARD, Charlottetown, P. E. I., Canada.

OBITUARY.

CLIFTON P. GRANT, late official shorthand court reporter of Clark County (Springfield), Ohio, was killed in a railroad collision at Middletown, Ohio, July 4. He was born July 9, 1880, and was educated in the public schools of Springfield. He was admitted to the practise of law by the Supreme Court of Ohio in 1904. An expert shorthand reporter, he became associated in October, 1909, with Hulse and Allen, official reporters of the hearings before the United States Interstate Commerce Commission, first in their New York office, and later in Kansas City. In May of this year he was appointed official shorthand reporter of Clark County, succeeding William S. Bevet, who resigned the office to accept the Springfield postmastership. He left a wife but no children. Resolutions of esteem and condolence were adopted by the Clark County bar association. The death of Mr. Clark is felt as a loss by the community in which he lived, where he was held in high regard as an honorable, upright man.



[Learners' Department.]

HAWTHORNE'S BIOGRAPHICAL STORIES.—Continued.

scope, ° mind) lifted above ° world, ° in-
 deed spent ° greater part ° worlds that
 where ° thoughts , heart / there °
 true

Did little L Diamond? One
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 light ' went | ° chamber little L
 table ° papers j ° discoveries /
 made during (twenty ° When ° little
 Diamond, jumped > table overthrew ° lighted candle.
 ° papers immediately caught

destruction) completed j opened ° chamber
 perceived that ° labors ° twenty °
 There j little Diamond ° author ° mischief
 other ° sentenced ° immediate
 patted ° kindness } grief) heart.

'Diamond, Diamond," exclaimed ° little
 mischief

(incident affected ° spirits ° afterwards
 from ° conduct towards ° little L ° temper.
 lived ° very old ° acquired great °

"Very possibly ' might," replied Mr. W. ' doubt . . great ~ people ~ { more useful ~ 7.6 ~ 1. P ~ universe. Other great astronomers ~ 7.6 ~ endowed ~ 6. There ~ David ~ American,

' made... perfect little water-mill when ' only 7 ' 8⁶ old_x... sort ' y °... trifle... other talents y °,

' beautiful ' f Edward ' spend y nights... did... comets meteors_x... blind ? ' dream ' better (° ?)

' dear child," observed... found... enlightening ° mind... little bid... good-night_x... dream ')

' when ' !' murmured Edward.

[To follow Lesson XXX]

CHAPTER IV.

' course '... little family) disturbed... quarrel between George... Edward.

' former { loved ° brother dearly | found | quite great... sacrifice ° enjoyments... spend ° play-time... darkened chamber. Edward ' other hand) inclined \ despotic_x ' felt ° bandaged ° entitled demand that everybody... enjoyed ° blessing ' con-

[In the Amanuensis Style.]

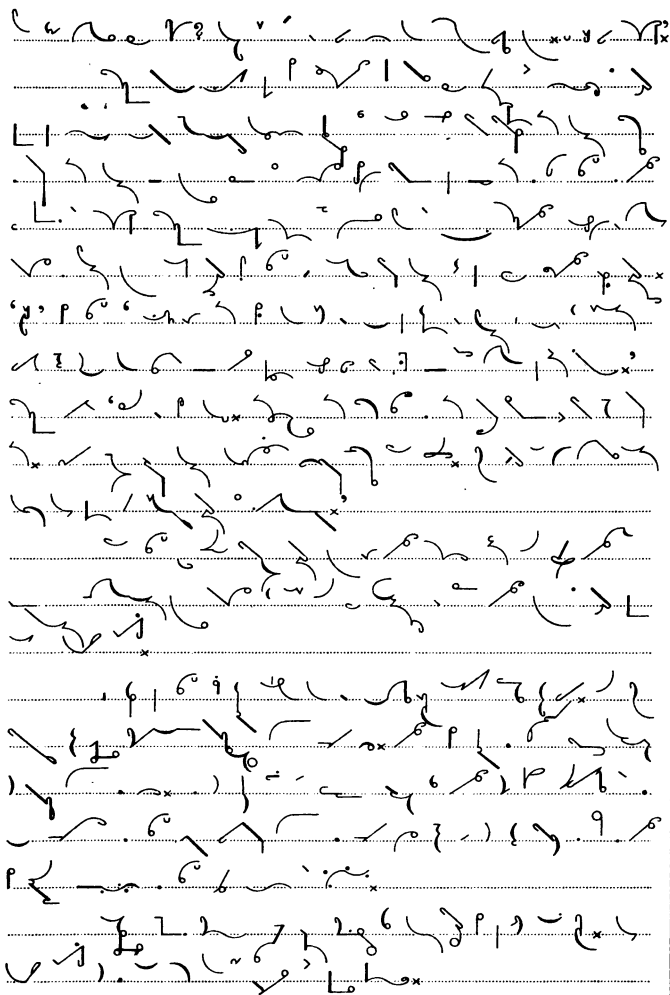
LAMBS' TALES FROM SHAKESPEARE.—Continued.

The first of these is a scene from
 the play of "The Taming of the Shrew"
 in which the Duke of Burgundy
 is making a speech to the
 Duke of Milan.

The second is a scene from
 the play of "The Merchant of Venice"
 in which Shylock is making a speech
 to the Duke of Venice.

The third is a scene from
 the play of "The Tempest"
 in which Prospero is making a speech
 to his daughter Miranda.
 The fourth is a scene from
 the play of "The Winter's Tale"
 in which Hermione is making a speech
 to her husband Leontes.
 The fifth is a scene from
 the play of "The Two Gentlemen of Verona"
 in which Proteus is making a speech
 to his friend Valentine.

The sixth is a scene from
 the play of "The Comedy of Errors"
 in which Antipholus of Syracuse is making a speech
 to his brother Antipholus of Ephesus.
 The seventh is a scene from
 the play of "The Merry Wives of Windsor"
 in which Falstaff is making a speech
 to his friends.



[In the Reporting Style.]

HOW THINGS ARE MADE.—Continued.

1825-1826 1827 1828 1829 1830 1831 1832 1833 1834 1835 1836 1837 1838 1839 1840 1841 1842 1843 1844 1845 1846 1847 1848 1849 1850 1851 1852 1853 1854 1855 1856 1857 1858 1859 1860 1861 1862 1863 1864 1865 1866 1867 1868 1869 1870 1871 1872 1873 1874 1875 1876 1877 1878 1879 1880 1881 1882 1883 1884 1885 1886 1887 1888 1889 1890 1891 1892 1893 1894 1895 1896 1897 1898 1899 1900 1901 1902 1903 1904 1905 1906 1907 1908 1909 1910 1911 1912 1913 1914 1915 1916 1917 1918 1919 1920 1921 1922 1923 1924 1925 1926 1927 1928 1929 1930 1931 1932 1933 1934 1935 1936 1937 1938 1939 1940 1941 1942 1943 1944 1945 1946 1947 1948 1949 1950 1951 1952 1953 1954 1955 1956 1957 1958 1959 1960 1961 1962 1963 1964 1965 1966 1967 1968 1969 1970 1971 1972 1973 1974 1975 1976 1977 1978 1979 1980 1981 1982 1983 1984 1985 1986 1987 1988 1989 1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036 2037 2038 2039 2040 2041 2042 2043 2044 2045 2046 2047 2048 2049 2050 2051 2052 2053 2054 2055 2056 2057 2058 2059 2060 2061 2062 2063 2064 2065 2066 2067 2068 2069 2070 2071 2072 2073 2074 2075 2076 2077 2078 2079 2080 2081 2082 2083 2084 2085 2086 2087 2088 2089 2090 2091 2092 2093 2094 2095 2096 2097 2098 2099 2100 2101 2102 2103 2104 2105 2106 2107 2108 2109 2110 2111 2112 2113 2114 2115 2116 2117 2118 2119 2120 2121 2122 2123 2124 2125 2126 2127 2128 2129 2130 2131 2132 2133 2134 2135 2136 2137 2138 2139 2140 2141 2142 2143 2144 2145 2146 2147 2148 2149 2150 2151 2152 2153 2154 2155 2156 2157 2158 2159 2160 2161 2162 2163 2164 2165 2166 2167 2168 2169 2170 2171 2172 2173 2174 2175 2176 2177 2178 2179 2180 2181 2182 2183 2184 2185 2186 2187 2188 2189 2190 2191 2192 2193 2194 2195 2196 2197 2198 2199 2200 2201 2202 2203 2204 2205 2206 2207 2208 2209 2210 2211 2212 2213 2214 2215 2216 2217 2218 2219 2220 2221 2222 2223 2224 2225 2226 2227 2228 2229 2230 2231 2232 2233 2234 2235 2236 2237 2238 2239 2240 2241 2242 2243 2244 2245 2246 2247 2248 2249 2250 2251 2252 2253 2254 2255 2256 2257 2258 2259 2260 2261 2262 2263 2264 2265 2266 2267 2268 2269 2270 2271 2272 2273 2274 2275 2276 2277 2278 2279 2280 2281 2282 2283 2284 2285 2286 2287 2288 2289 2290 2291 2292 2293 2294 2295 2296 2297 2298 2299 2300 2301 2302 2303 2304 2305 2306 2307 2308 2309 2310 2311 2312 2313 2314 2315 2316 2317 2318 2319 2320 2321 2322 2323 2324 2325 2326 2327 2328 2329 2330 2331 2332 2333 2334 2335 2336 2337 2338 2339 2340 2341 2342 2343 2344 2345 2346 2347 2348 2349 2350 2351 2352 2353 2354 2355 2356 2357 2358 2359 2360 2361 2362 2363 2364 2365 2366 2367 2368 2369 2370 2371 2372 2373 2374 2375 2376 2377 2378 2379 2380 2381 2382 2383 2384 2385 2386 2387 2388 2389 2390 2391 2392 2393 2394 2395 2396 2397 2398 2399 2400 2401 2402 2403 2404 2405 2406 2407 2408 2409 2410 2411 2412 2413 2414 2415 2416 2417 2418 2419 2420 2421 2422 2423 2424 2425 2426 2427 2428 2429 2430 2431 2432 2433 2434 2435 2436 2437 2438 2439 2440 2441 2442 2443 2444 2445 2446 2447 2448 2449 2450 2451 2452 2453 2454 2455 2456 2457 2458 2459 2460 2461 2462 2463 2464 2465 2466 2467 2468 2469 2470 2471 2472 2473 2474 2475 2476 2477 2478 2479 2480 2481 2482 2483 2484 2485 2486 2487 2488 2489 2490 2491 2492 2493 2494 2495 2496 2497 2498 2499 2500 2501 2502 2503 2504 2505 2506 2507 2508 2509 2510 2511 2512 2513 2514 2515 2516 2517 2518 2519 2520 2521 2522 2523 2524 2525 2526 2527 2528 2529 2530 2531 2532 2533 2534 2535 2536 2537 2538 2539 2540 2541 2542 2543 2544 2545 2546 2547 2548 2549 2550 2551 2552 2553 2554 2555 2556 2557 2558 2559 2560 2561 2562 2563 2564 2565 2566 2567 2568 2569 2570 2571 2572 2573 2574 2575 2576 2577 2578 2579 2580 2581 2582 2583 2584 2585 2586 2587 2588 2589 2590 2591 2592 2593 2594 2595 2596 2597 2598 2599 2600 2601 2602 2603 2604 2605 2606 2607 2608 2609 2610 2611 2612 2613 2614 2615 2616 2617 2618 2619 2620 2621 2622 2623 2624 2625 2626 2627 2628 2629 2630 2631 2632 2633 2634 2635 2636 2637 2638 2639 2640 2641 2642 2643

የገጽ 35 ላይ በጽሑፍ የተጻፈውን ደብዳቤ ለማረጋገጥ የሚያስፈልግ የሆኑትን ሰነዶች አቅርቧል፡፡

Handwritten musical notation on a five-line staff, featuring various notes, rests, and a double bar line.

1) 2) 3) 4) 5) 6) 7) 8) 9) 10) 11) 12) 13) 14) 15) 16) 17) 18) 19) 20) 21) 22) 23) 24) 25) 26) 27) 28) 29) 30) 31) 32) 33) 34) 35) 36) 37) 38) 39) 40) 41) 42) 43) 44) 45) 46) 47) 48) 49) 50) 51) 52) 53) 54) 55) 56) 57) 58) 59) 60) 61) 62) 63) 64) 65) 66) 67) 68) 69) 70) 71) 72) 73) 74) 75) 76) 77) 78) 79) 80) 81) 82) 83) 84) 85) 86) 87) 88) 89) 90) 91) 92) 93) 94) 95) 96) 97) 98) 99) 100)

Handwritten musical notation on a five-line staff, featuring various notes, rests, and bar lines.

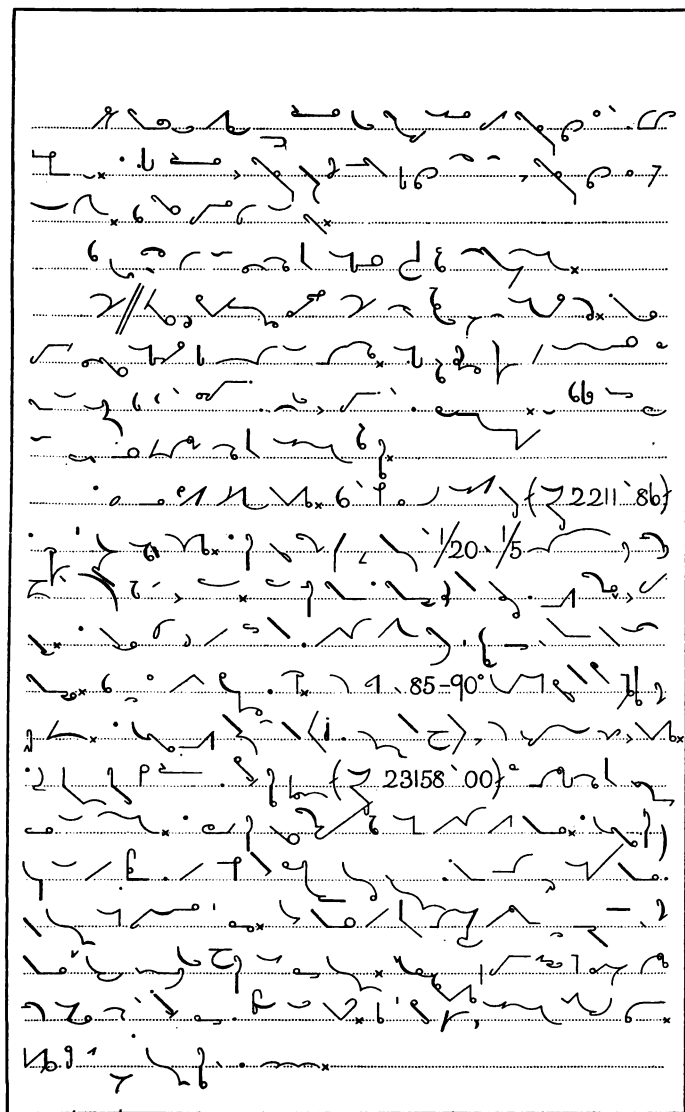
Handwritten musical notation on a five-line staff, featuring various notes, rests, and a key signature of one sharp (F#).

Handwritten practice lines for the letter 'ر' (Ra) in Arabic script, showing various forms and strokes.

20°

Handwritten musical notation on a five-line staff, featuring various notes, rests, and dynamic markings.

A handwriting practice line featuring a series of symbols and characters: a tilde (~), a comma (,), a slash (/), a less-than sign (<), a plus sign (+), a minus sign (-), a dot (.), a cross (x), and a question mark (?). The symbols are placed on a dashed line, with some characters like the comma and question mark having arrows indicating stroke direction.



one, but there are many secret details connected with the manufacture. In spite of the relative fineness of the yarn, the number of filaments is greatly in excess of other makes which are on the market at the present time.

Cellulose acetate process.—Several patents have been taken out in this direction, notably by the Bayer Company, the Badische Company, and the Donnersmarck Company. They chiefly deal with the control of the methods of preparing the cellulose acetate. The question of a suitable solvent seems to present a great difficulty, although it is stated that there are many derived acetates, and that some of these are soluble in alcohol, or pyridine; but chloroform seems to be the chief solvent. Quite recently (Eng. Pat. 6,654 of 1909), it has been claimed that formic acid is a satisfactory solvent. If this is so, a distinct advance has been made.

Gelatine and Casein Processes.—Very little has been done in this direction from the commercial point of view. In 1807 Millar patented a gelatin process (Eng. Pat. 2,713 of 1897); in 1907 Mugnier used vegetable albumins with the addition of borax, and Jannin patented the use of a solution of gelatin, glycerin, and formaldehyde in 1904 (Fr. Pat. 342,112). Casein was used by Chatelineau and Fleury, Timpe, and Todtenhaupt, but little has been heard of these processes.

Recovery of solvents.—The recovery of raw materials used as solvents is an important step in the nitro-cellulose and copper-ammonia processes. It is, so far as I know, of small importance in the manufacture of viscose silk. In the first case, the recovery of alcohol, ether, or acetone from the air is important from the cost point of view, but is a difficult operation. Exactly what proportion is recovered has not been disclosed.

Quite recently the Tubize Company have patented the absorption of the alcohol and ether vapor in sulphuric acid of 62 deg. B. at 20 deg. C.

In the copper-ammonia process both the copper and the ammonia can be recovered by known means. When the precipitating liquid is of an acid nature, electrolytic methods are available for the removal of the copper, leaving the ammonia behind in solution. This solution may be used for manuring purposes, or the copper may be precipitated as sulphide.

Recently applications of the known reducing action of glucose have been brought forward in the case where the precipitating solution is of an alkaline or caustic nature. The addition of glucose to the precipitating bath throws the

copper out of solution almost immediately, and the precipitating solution has a much longer life. This process works well in practise.

These few remarks will indicate some of the methods adopted in different cases, dealing with this important branch of the manufacture.

Machinery.—Each process has its special requirements as regards the machinery employed, and these have been naturally met in various ways. Companies working the same process in different countries differ materially in actual methods. In addition to this there is a mass of detail, which in many cases is not protected in any other way than that of secret working, and may be confined to the working of a single factory. Under these conditions I can only indicate one or two cases which may illustrate the methods adopted in the manufacture of these threads.

The first case is that of the original Chardonnet apparatus. This is of interest as showing in the original patent (Eng. Pat. 2,211 of 1886) the amount of detail already available in those early days. The thread passed from the jet, which had a bore of 1-20 to 1-5 mm., through a very short column of water and then on to the winder. When a thread broke, the broken end was seized by pincers and carried over guides to the reel to be wound. The pinions still ascending are cleaned by a rapidly revolving brush before they descend again to pick up any more broken ends. This movement is repeated several times a minute. Air heated to 85 deg. to 90 deg. F. is passed by supply and discharge conduits through the outer chamber. The vapors carried by the air might be "condensed and removed by cooling" and the air after warming returned to the apparatus. The so-called Top-ham turbine system of collecting and spinning the threads at the same time (Eng. Pat. 23,158 of 1900) is a good illustration of the methods adopted to overcome the difficulties in manufacture. The squirted thread passes over a roller and thence into a rapidly rotating box. The fibers or thread as they are fed in are twisted together and are caused by the centrifugal force to form a compact coil around the interior of the box and to be formed into hanks or skeins. If the boxes are deep a longitudinal reciprocating movement can be given to either the box or the funnel to make sure of the even coiling of the thread in the skein form. I have seen this apparatus at work on the Continent, and it certainly illustrates a very ingenious method of combining the skeining and twisting in one operation. It is, or has been, largely used

in the manufacture of artificial silk. It reduces the strain on the newly formed threads to a minimum.

A third example is that of one of the more recent patents dealing with modifications in the Thiele "two-solution" process of spinning. (Dreaper, Eng. Pat. 21,872 of 1908; see this Journal, 1909, 1246.) In this case arrangements are made so that the freshly squirted thread comes in contact with a precipitating solution which acts comparatively slowly, and then passes into a stronger one.

PROPERTIES OF THE FIBERS.

Recognition of artificial silk yarns.—The nearer these yarns approach real silk in their physical properties, the more important will it become to have a satisfactory method for distinguishing between them. The qualitative and quantitative estimation of these different fibers has been studied by Saget and Süvern in comparison with real silk.

The ash in these products is under two per cent. Natural silk contains seventeen per cent of nitrogen as compared with the following figures for artificial silk:

| Nature of Yarn. | Per cent. |
|--|---------------|
| Pauly make (Cuprammonium) | .13 |
| Chardonnet (Nitrocellulose) French | .15 |
| Chardonnet (Nitrocellulose) German | .16 |
| Lehner (Nitrocellulose) | .07 |
| Nitrocellulose | 9.15 to 14.14 |

It must, therefore, be the different state rather than the amount in which the nitrogen is present in the (reduced) nitrocellulose products which determines its effect in dyeing with basic dyes, if this is the real cause of this phenomenon.

Diphenylamine sulphate is the ready test for artificial silk, and gives the following reactions:

| | |
|--|------------------|
| Silk | Brown coloration |
| Tussah silk | Brown (intense) |
| Chardonnet & Lehner (Nitrocellulose) | Intense blue |
| Pauly, Viscose or Yarmouth silks | No reaction |

Strength on wetting.—This loss in strength has introduced a serious factor into the manufacture of textiles, but under present conditions this defect is gradually decreasing, and may in time be eliminated. This is seen by comparing figures published in 1900-1901 with more recent figures which are available.

In the year 1900 an isolated test gave a loss of 77 per cent for Chardonnet silk in strength on wetting.

In the year 1901 Strehlenert gave the following figures:

| Yarn | Dry strength. | Wet strength. | Loss per cent. |
|-----------------------|---------------|---------------|----------------|
| China silk | 53.2 | 46.7 | 14.1 |
| French (ecrue) | 50.4 | 40.9 | 18.8 |
| Chardonnet silk | 14.7 | 1.7 | 89.6 |
| Lehner | 17.1 | 4.3 | 74.8 |
| Viscose (old) | 11.4 | 3.5 | 70.0 |
| Viscose (new) | 21.5 | 3.5 | 84.0 |
| Glanzstoff | 19.1 | 3.2 | 83.0 |

These figures give an average loss of 82.8 per cent on wetting for the artificial products.

In 1903 Hassack gave the figures, from which the strength per denier has been calculated, as follows:

| Quality | Denier. | Breaking strain in grms. | Do. per denier in grms. | Elasticity per cent. |
|----------------------|---------|--------------------------|-------------------------|----------------------|
| Genuine silk | 23 | 57.5 | 2.5 | 21.6 |
| Chardonnet silk*.... | 80 | 74.2 | 0.93 | 8.0 |
| Fismis* | 100 | 71.7 | 0.71 | 11.6 |
| Walston* | 120 | 151.4 | 1.26 | 7.9 |
| Lehner* | 120 | 171.8 | 1.43 | 7.5 |
| Pauly | 120 | 197.6 | 1.64 | 12.5 |
| Gelatine | 100 | 63.0 | 0.63 | 3.8 |

*Nitrocellulose products.

Recent figures given by the testing department of the Manchester Chamber of Commerce show the following results:

| Yarn | Dry strength. | Wet strength. | Loss per cent. |
|--------------------|---------------|---------------|----------------|
| Glanzstoff | 92.5 | 31 | 66 |
| Cellulo-silk | 75.5 | 33 | 56 |

According to these figures the Glanzstoff product now loses 17 per cent less "on wetting" than in 1901. The cellulo-silk product loses still less. The present-day strength (dry) is given by Cross and Bevan at 1.0-1.4 grammes per denier, against 2.0-2.5 grammes for real silk. I think this figure should now be extended to 1.6 grammes for the artificial silk product. The "extensibility under breaking strain" at 13 per

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THE PHONOGRAPHIC MAGAZINE.

JEROME B. HOWARD, EDITOR.

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CINCINNATI, SEPTEMBER, 1910.

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{ Fifty Cents a year.

THE SPEED CONTEST AT DENVER.

The Second Annual Speed Contest, held under the auspices of the National Shorthand Reporters' Association, has come and gone. It took place on Tuesday, August 22, 1910, at Denver, where were gathered eight competitors for the Shorthand Writer's trophy. Readers of the PHONOGRAPHIC MAGAZINE are aware of the conditions which led President Detweiler, at Lake George, last year, to inaugurate these contests, and, being familiar with the personnel of those in charge, it is unnecessary to dwell at length on the preliminary arrangements made. It should be stated, however, that the conditions of the contest varied but little from the conditions established in previous years, except that there were fewer speeds. During the previous twelve months J. N. Kimball, of New York, as chairman of the speed-contest committee, had formulated a set of rules which were approved by the committee and which governed the contest, absolutely, in Denver. The main departures in the rules, as compared with the rules adopted by the Eastern Commercial Teachers' Association, related chiefly to the method of counting, and, as before stated, to the number of speeds provided for. Dealing with the last-mentioned change, it should be noticed that there were but three speeds pro-

vided; 200, 240, and 280 words a minute, respectively, for five consecutive minutes, with a three-minute interval between the readings. The change as to counting was an important one. Criticism has been expressed in former years, and it has been well grounded, that a high speed on testimony might not to the court reporter be as difficult as a lower rate of speed on "straight" matter; hence chairman Kimball inaugurated the plan that the contestants could not secure the cup by a high rate of speed on one test alone, but must average the three tests, and the contestant having the highest average speed for the three tests secure the cup. For instance, if a contestant had more than ten per cent of errors on the 200-word test, he would be disqualified to secure the cup, even though he might have perfect papers on the other two tests. Similarly, if he past the 200-word test with less than ten per cent inaccuracy, and had over ten per cent of error in the 240-word test, or in the 280-word test, as the case may be, still he would be disqualified. On each of the three tests the contestant must have less than ten per cent of error in order to win the cup. The successful competitor should be the contestant who on those three speeds showed the highest percentage of accuracy. On the 280-word test, however, there is another provision, that if the record of 264 2-5 words a minute, established by Nellie M. Wood,

of Boston, two years ago, should be beaten, the record would be announced, so that the new record might be the top notch in speed contests; yet, although the contestant might exceed that record, the contestant so exceeding could not obtain the trophy if on either or both of the other two tests his inaccuracy exceeded ten per cent.

Unfortunately Mr. Kimball, the chairman of the committee, was unable to leave New York and preside over the proceedings personally in Denver. His disappointment he thus exprest to President Detweiler:

If I were a woman I could cry; being a man I want to do the other thing, because it is an absolute impossibility for me to go to Denver with you. The laugh is mine, not yours, but I am more disappointed than I can tell and for many reasons.

I am very much interested in this speed question; have given it a good deal of study, and have been determined, so far as my own limited power allowed, to hold up a standard that would mean something to the winner in every contest, and I believe the rules under which the present contest will take place will prove the proper thing. They are stiff, that is true; but, on the other hand, they are none too stiff for those who claim, as they have the right, of being among the fastest and most accurate shorthand writers in the world.

Dr. Edward H. Eldridge, Boston, Mass., secretary of the contest committee, was also unable to come on account of his mother's serious illness. Frederick J. Rose, of Chicago, Ill., was the only member of the speed-contest committee of 1909-10 present, and upon him fell the duties of conducting the contest and carrying it out to a successful conclusion. Mr. Rose was somewhat familiar with such contests, having acted as one of the committee at the Lake George con-

test in 1909. President Detweiler called in the assistance of Willis N. Tiffany, of Los Angeles, Cal.; H. A. Edgecomb, of Boston, Mass.; Minnie E. Kehoe, of Pensacola, Fla.; and Chas. W. Reitler, of Denver, Colo., and retained on the committee the names of James N. Kimball, of New York, and Edward H. Eldridge, of Boston, Mass.

At the Lake George contest Dr. Eldridge had done the reading, and the committee at Denver was confronted with the situation of having to provide, at almost a moment's notice, another reader. A number were tried out, and, after much care and experiment, Willis N. Tiffany was, by unanimous consent, elected to do the reading; and it is no idle compliment to him to say that the selection justified itself to the utmost limit of satisfaction, that being the unanimous expression of opinion of contestants and spectators alike.

The contest took place in the supreme-court room of the state capitol in Denver, and it is difficult to conceive how, under the circumstances, any more suitable room could have been selected; for, although there was some echo noticeable in the room, the contestants one and all, before the contest, declared themselves thoroughly satisfied with their quarters. Miss Kehoe and Mr. Edgecomb were provided with carbon copies of the matter read by Mr. Tiffany. Mr. Reitler had general supervision of the contestants, of keeping the audience in order, and quietness in the court room, so as to preserve, as nearly as possible, the mental atmosphere of the court room. Mr. Rose checked the reading in quarter-minute blocks and called time at the end of five minutes. The contest-

ants were expected to stop, and, as a matter of fact, did stop, writing directly on the call of time. There was not a single hitch or break in the reading, which was followed throughout almost with perfection according to the block system. In the two-hundred-word test, two extra words were read, making the total 1002; in the 240-word test, 1199 words were read, being one word short of the full number required; and in the 280-word test two extra words were read, making 1402 the total.

The entries for the contest were as follows:

| <i>Contestant.</i> | <i>Address.</i> |
|--------------------|--------------------|
| W. B. Bottome, | New York, N. Y., |
| S. A. Van Petton, | Chicago, Ill., |
| John D. Carson, | Chicago, Ill., |
| Clyde H. Marshall, | Brooklyn, N. Y., |
| Nellie M. Wood, | Boston, Mass., |
| Geo. W. Burgoyne, | Chicago, Ill., |
| Arthur M. Bagley, | Los Angeles, Cal., |
| Frank Barker, | Chicago, Ill., |

The contestants were required, as in former years, to hand in one transcript at the end of two hours and the others within six hours. It proved that most contestants found difficulty with the two-hundred-word test. Mr. Bottome dictated the 280-word test to his operator in forty minutes, and the 240-word test in twenty minutes—a remarkable performance, although it must be remembered that he submitted those tests to rigid scrutiny and revision before handing them in.

The transcripts and notes were sealed in envelopes in such manner that not one of the committee could identify any transcript, and they were then taken to the Savoy Hotel, the headquarters of the convention, and during the night checked up by the committee, and the next morning the results of the scrutiny were

announced in the following report of the contest committee:

Nineteen entries for trophy; five of these individuals did not respond to roll call. Of the remaining fourteen, six announced their intention to request certification, leaving only eight contestants for the cup. The certification will be announced privately at the leisure of the committee, by mail if the papers have not been examined at the close of the convention.

Only one contestant qualified under the rules for the Shorthand Writer's Cup. Five contestants were disqualified by reason of having more than ten per cent errors on the two-hundred word matter; one submitted but two transcripts and was thus disqualified; one was disqualified by reason of more than ten per cent errors

| <i>Machine Used.</i> | <i>Operator.</i> |
|---|---------------------|
| Densmore, | Miss E. L. Barlow. |
| Underwood, | Blanche C. Edwards. |
| Monarch, | E. J. Lewis. |
| { Edison Phonograph
and Underwood, } | C. J. Auerbach. |
| Densmore, | J. E. Buell. |
| Underwood, | W. H. Ungles. |
| Underwood, | Adella M. Fowle. |
| Oliver, | Margaret Brownson. |

on the 240-word matter, having, however, met the requirements on the two-hundred-word matter. The remaining contestant of the eight who submitted transcripts and qualified under the rules was Clyde H. Marshall, of Brooklyn, N. Y., whose figures are as follows:

Clyde H. Marshall:

200-word test; 1002 words read; 39 errors; net speed in the five minutes, 963; average per minute, 192 3-5; percentage, 96.11.

240-word test; 1199 words read; 85 errors; net speed in the five minutes, 1114; average per minute, 222 4-5; percentage, 92.91.

280-word test; 1402 words read; 62 errors; net speed in the five minutes, 1340; average per minute, 268; percentage, 95.58.

Average for the three speeds, 94.87 per cent.

All transcripts on the 280-word test submitted to the committee, as before described, being entitled to compete for record against the existing record of 264 2-5 words per minute, were examined, and it was found that two transcripts handed in yesterday beat the previous record, viz.:

W. B. Bottome, New York, had 57 errors in the 1402 words dictated during the 280-word test; his net speed for five minutes being 1345; percentage, 95.94, and 269 words per minute net, thus breaking the record of 264 2-5 by 4 3-5 words per minute.

Clyde H. Marshall also beat the previous record of 264 2-5 words per minute on the 280-word test with 268 words per minute.

Nellie M. Wood wrote 264 1-5 words per minute on the 280-word test, compared with 264 2-5 words, her previous world's record.

The results speak for themselves; yet it is interesting to note that the lower speed on straight matter appeared to give more difficulty than the higher speed of 280 words a minute relative to the speed. Clyde H. Marshall, who recently past high in the New York state examination for official reporters, secured the Shorthand Writer's trophy cup, of which he will have possession for twelve months, at the end of which time he will be required to return it for competition, being himself, *ipso facto*, a contestant, ready to meet all comers, if he wishes to retain it. Mr. Bottome established a new world's record of 269 words a minute against the previous record established by Nellie M. Wood of 264 2-5 words a minute. This record was also beaten by Clyde H. Marshall, the winner of the cup, with 268 words a minute, and Miss Wood herself wrote at the rate of 264 1-5 words a minute, only one-fifth of a word slower than her former record. The figures given in this report will bear closer analysis which the limit of this article will not permit. Mr. Bottome expressed himself as thoroughly satisfied with the record he established, and Mr. Marshall was equally well pleased to secure the custody of the cup for at least one year.

THE STATE REPORTERS' CONVENTION AT SPARTANBURG, SOUTH CAROLINA.

The second annual convention of the Palmetto State Stenographers' Association was held in the Wofford Ditting School building, at Spartanburg, S. C., August 16 and 17.

On account of the Confederate reunion being held at the same place at the same time, the opening exercises of the convention were put off until the morning of the 17th; but the executive committee held two sessions on the 16th, in which it went over the shorthand situation in South Carolina in detail and outlined the work to be done by the association during the coming year.

On the morning of the 17th, the opening exercises were held, the address of welcome being delivered by Judge T. S. Sease, of the seventh judicial circuit. His address in welcoming the shorthand reporters of the state to Spartanburg was one of the most beautiful tributes ever spoken to the shorthand reporter, coupled with a fine estimate of his arduous duties and his position in the commercial and professional world.

The response was made by John K. Aull, the official shorthand reporter of the eighth judicial circuit, in a most happy and pleasing manner, and it was thoroughly enjoyed by all.

A paper was then read by Miss Caskey, of Spartanburg, and the report of the secretary-treasurer made.

The business of the association was then taken up and brought forth quite interesting discussion.

While the meeting was not so largely attended, yet it was considered quite a successful one, especially as the association is yet young, and its real object not fully appreciated by the stenographers in the state.

After all business had been disposed of, the election and installation of officers took place, which resulted as follows: President, L. E. Wood, Sumter; first vice-president, E. A. Brown, Barnwell; second vice-president, Mrs. L. B. Vernon, Spartanburg; secretary-treasurer, C. A. Edwards, Aiken; assistant secretary-treasurer, O. B. Anderson, Edgefield.

There are at present one half of the official shorthand reporters of the South Carolina courts members of the association, and most of the leading public reporters and the leading shorthand teachers. There is every reason to believe that the association will soon prove itself a formidable organization and accomplish great good among the shorthand writers of the Palmetto State.

BUYING A TYPEWRITER.

BY ISAAC MOTES, ST. LOUIS, MO.

The purchase of a typewriter by a stenographer at the beginning of his career is an act of wisdom, for it is a long step towards his success. It will be the means of advancing the ambitious stenographer much faster than if he used a different machine every time he changed positions. (And it is an advantage to a stenographer to change positions as fast as he is able to secure and hold a better one.)

The stenographer changing positions occasionally is more apt to "fall down" because of slow type-

writing than because of slow shorthand writing, for the reason that in changing positions he often has to change typewriters. It takes longer to become proficient on a half-dozen different makes of machines than it does on one, and if a beginning stenographer is discharged from a new place it is very likely because he is slow in learning to operate a machine that is new to him. But if he owned his machine and took it with him to the new position, he would soon become an expert on that machine, and his ability in typewriting would improve along with his ability in shorthand writing.

Most beginning stenographers know this to be true in theory, if not in experience; and the reason why more of them do not own machines is, doubtless, the expense of buying a new typewriter from the regular agents. The standard machines generally sell for \$95, \$97.50, or \$100, and it is quite a tax upon a student or young stenographer to pay this price, whether in cash or ten-dollar monthly instalments; and so he hesitates to do so.

But independent typewriter companies selling second-hand machines can furnish you a machine at one-third of the amount you would pay the regular agents, and it will be in every practical sense as good a machine as the new one you would get from the authorized agents. Most stenographers at this period of their careers are poor judges of a machine, and when they come to consider the matter of buying a second-hand machine they think it is offered for sale because it is defective in some way, and they are afraid to risk the purchase lest it may have defects that they can not discover until too late.

I know from experience that this

is true. After I left business college I decided it was wise to own a machine, but I preferred going to the regular agents of the machine I wanted, as I was afraid to trust an independent company selling second-hand machines of all makes, and had no friend to help me buy one. So I went to the regular agents and bought one second-hand, practically as good as new, but paid eighty-five dollars for it, when I could have bought one equally as good from an independent company for thirty or thirty-five dollars. Later I became dissatisfied with this machine and traded it to the regular agents of another machine for forty dollars and paid the difference, fifty-five dollars in cash, for a new machine of another make. Thus I made two very unwise trades. This second machine really cost me \$140, when I could have gone to a second-hand dealer and purchased a machine of this make just as good for thirty or thirty-five dollars, and then I would have had both machines, and would have paid for them only \$115 or \$120—having already, in my ignorance, paid eighty-five dollars for the first one. Had I got both of them from the second-hand dealer for thirty or thirty-five dollars each the two would have cost me only sixty or seventy dollars. And had I at the outset got the typewriter that I afterwards decided was the better machine, it would have cost me only thirty or thirty-five dollars instead of \$140.

I would impress on the mind of the beginning stenographer that it is as safe to buy a second-hand typewriter from an independent company as to buy a new one from the regular agents. Even where the regular agents sell a second-hand machine of their own make they charge almost as much for it as for

a new machine, generally more than double what the independent company would charge for the same machine, as is shown by their charging me eighty-five dollars for the second-hand machine I first bought.

I want to disabuse the mind of the inexperienced stenographer of the fear that a second-hand typewriter is apt to be defective in some way. There are many reasons why a perfectly good machine may be traded off by the owner for one of a different kind. As there are so many kinds of typewriters, it is not surprising that this should be the case. Some man at the head of a business too small to justify his hiring a stenographer buys a new machine for his own use, and, being inexperienced with typewriters, he is just as apt to take a dislike to it later as to like it. Not being an expert, and not knowing how to take care of a machine, he becomes dissatisfied with it, perhaps for some absurd reason. Perhaps it is a blind writer, and he prefers a visible writer, or vice versa. Perhaps he has a friend who has a machine of different make, and also a stenographer who strongly condemns the first man's machine. Or perhaps he becomes able to employ a stenographer, and the stenographer is unfamiliar with the machine already purchased, and persuades the employer to trade it for one with which he is familiar. Then along comes an agent selling the machine the stenographer wants, lauding his own machine to the skies, and offering to replace the machine with one of his at a fair price, and the trade is made; for an agent is keener to sell his own machine where it replaces one of another make than where the purchaser has none.

If this agent is selling a standard

machine, he puts it in at fifty-five or sixty dollars, and allows the man forty or forty-five dollars for the one already in the office. This machine the agent takes out represents the profit to him and his company in the deal. But the agent prefers to sell his own machine, and does n't care to boost this machine, or even to have it on exhibition in his place of business, in competition with his own machines, so he sells it to an independent second-hand dealer for an extremely low price, perhaps twenty dollars. And the second-hand dealer cleans it, polishes it up, oils it, puts on a new ribbon, and sells it for thirty or thirty-five dollars, and makes a good profit, and the machine is practically as good as new.

A typewriter is a commodity that does not suffer as much from use as do many other things, and it does not follow, because a machine is offered at second-hand, that it is cheap or defective, or that the second-hand dealers are not as reputable business men as the regular agents. I would feel as safe in sending thirty-five dollars to a second-hand dealer in New York, Philadelphia, or Cincinnati, and in telling him to send me the best machine of a certain make he could furnish for this amount—as new a machine as he could furnish and with a high serial number—as I would in buying a new machine of that make from the regular dealer, after personal inspection, paying him the regular price for it. I might tell the second-hand dealer that if he did not then have in stock a machine such as I specified he should hold the money a few days until he got one in.

The second-hand dealer selling all kinds of machines is just as

anxious to please his customers as is the authorized agent of a new machine. And he is as anxious to please out-of-town customers, who send money by mail and state their wants in writing, as he is to please those in his own city. Many big firms in the large cities have bought twenty, thirty, or forty second-hand typewriters from some of these independent dealers and have saved thereby possibly more than a thousand dollars, and if they were not pleased they would not continue to patronize such dealers. The dealer, looking to future business for his best profits, can not afford to deal unfairly with you. He can send you such a typewriter as you describe, by express a thousand miles, at an extra expense to you of a dollar, perhaps, for express charges, and can please you just as well as if you lived in his city.

The point upon which you should be careful in buying a second-hand typewriter is to specify as high a serial number of machine as the agent can furnish, rather than a rebuilt machine. You would do better to pay thirty-five dollars for a machine with a high serial number than to pay fifteen dollars for a rebuilt machine, which means an old-model machine with a few minor modern improvements added.

A FEW SUGGESTIONS.

BY FORREST CLARK, MANILA, P. I.

Place carbon sheets between the typewriting paper so that their lower edges project about an inch. When the work is removed from the machine, grasp the upper edges of the typewritten sheet in one hand and the projecting carbon sheets in the other, and pull them apart with one movement.

The typewriting on labels for books, etc., may be prevented from blurring by allowing the label to float on the surface of a basin of water, typewritten side up, until it has absorbed a small amount of moisture, which will set the writing, when it should be blotted and pasted on while still damp.

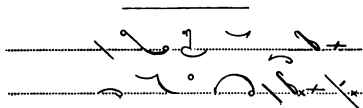
Paper may be straightened on the cylinder of the machine by running it around until top and bottom edges meet, and then bringing the side edges even with each other, when the paper may be returned to the desired position.

It will be found convenient to attach the eraser to the machine with a couple of small elastics.

In writing shorthand time will be saved if the period is indicated by a half-inch space and the paragraph by commencing it in the center of the next line.

GAULT'S SHORTHAND SPEED TABLE.

The speed table given on the opposite page is self-explanatory. It was designed by Edwin S. Gault (certificated teacher) for his own convenience in timing the dictation exercises read to his students in Benn Pitman Phonography in the Philadelphia Y. M. C. A., and it is here given to the readers of the MAGAZINE. A large size copy of the Speed Table (7 x 10½ inches) will be sent gratis to any teacher of shorthand, upon request being sent to the PHONOGRAPHIC MAGAZINE, together with a two-cent stamp to pay for mailing.



MAKE THE PUPILS MORE SELF-RELIANT AND THE TEACHER LESS A SLAVE.

BY ERMINIE A. WILLIAMS, EAGAN
SCHOOL OF BUSINESS, HACKEN-
SACK, N. J.

It is my belief that every teacher in the land would "rise up and call him blessed" who should invent a method of teaching which would eliminate those everlastingly tiresome hours and hours of correction work. The work of the housewife has been made easy by the aid of "vacuum cleaners" and various other labor-saving contrivances; now, if some one would only invent something which would clean away all of the cobwebs and rubbish accumulated in the attics of our minds through years of conservative teaching methods, the teacher's lot would be a happier one.

In the business school, for instance, the teacher, as a rule, is so mortally afraid of offending a pupil, and of causing him to leave, that she makes almost a slave of herself in the work of the school. This is more especially the case in the small school where the proprietor feels that he can not afford a teacher for each department of the work, and expects the instructor of shorthand to take the typewriting work as well. This usually means long hours of work spent, after school has been dismissed for the day, in the correction of shorthand exercises, varied by dozens of typewritten transcripts. After these have all been laboriously gone over, it not infrequently happens that careless pupils will smuggle them into the wastebasket, or, failing that, dash off a hasty copy, handing it in with hardly a thought as to

SHORTHAND SPEED TABLE.

Designed by EDWIN S. GAULT.

| | | RATE OF SPEED—WORDS PER MINUTE. | | | | | | | | | | | | | | | | | | | |
|------------------------------|----|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | 60 | 65 | 70 | 75 | 80 | 85 | 90 | 95 | 100 | 105 | 110 | 115 | 120 | 125 | 130 | 135 | 140 | 145 | 150 | |
| TIME IN MINUTES AND SECONDS. | 1 | 10 | 10 | 11 | 12 | 13 | 13 | 14 | 15 | 16 | 17 | 18 | 18 | 19 | 20 | 21 | 22 | 23 | 23 | 24 | 25 |
| | | 20 | 20 | 22 | 23 | 25 | 27 | 28 | 30 | 32 | 33 | 35 | 37 | 38 | 40 | 42 | 43 | 45 | 47 | 48 | 50 |
| | | 30 | 30 | 33 | 35 | 38 | 40 | 43 | 45 | 48 | 50 | 53 | 55 | 58 | 60 | 63 | 65 | 68 | 70 | 73 | 75 |
| | | 40 | 40 | 43 | 47 | 50 | 53 | 57 | 60 | 63 | 67 | 70 | 73 | 77 | 80 | 83 | 87 | 90 | 93 | 97 | 100 |
| | | 50 | 50 | 54 | 58 | 63 | 67 | 71 | 75 | 79 | 83 | 88 | 92 | 96 | 100 | 104 | 108 | 113 | 117 | 121 | 125 |
| | 2 | | 60 | 65 | 70 | 75 | 80 | 85 | 90 | 95 | 100 | 105 | 110 | 115 | 120 | 125 | 130 | 135 | 140 | 145 | 150 |
| | | 10 | 70 | 76 | 82 | 88 | 93 | 99 | 105 | 111 | 117 | 123 | 128 | 134 | 140 | 146 | 152 | 158 | 163 | 169 | 175 |
| | | 20 | 80 | 87 | 93 | 100 | 107 | 113 | 120 | 127 | 133 | 140 | 147 | 153 | 160 | 167 | 173 | 180 | 187 | 193 | 200 |
| | | 30 | 90 | 98 | 105 | 113 | 120 | 128 | 135 | 143 | 150 | 158 | 165 | 173 | 180 | 188 | 195 | 203 | 210 | 218 | 225 |
| | | 40 | 100 | 108 | 117 | 125 | 133 | 142 | 150 | 158 | 167 | 175 | 183 | 192 | 200 | 208 | 217 | 225 | 233 | 242 | 250 |
| | 3 | 50 | 110 | 119 | 128 | 138 | 147 | 156 | 165 | 174 | 183 | 193 | 202 | 211 | 220 | 229 | 238 | 248 | 257 | 266 | 275 |
| | | | 120 | 130 | 140 | 150 | 160 | 170 | 180 | 190 | 200 | 210 | 220 | 230 | 240 | 250 | 260 | 270 | 280 | 290 | 300 |
| | | 10 | 130 | 141 | 152 | 163 | 173 | 184 | 195 | 206 | 217 | 228 | 238 | 249 | 260 | 271 | 282 | 293 | 303 | 314 | 325 |
| | | 20 | 140 | 152 | 163 | 175 | 187 | 198 | 210 | 222 | 233 | 245 | 257 | 268 | 280 | 292 | 303 | 315 | 327 | 338 | 350 |
| | | 30 | 150 | 163 | 175 | 188 | 200 | 213 | 225 | 238 | 250 | 263 | 275 | 288 | 300 | 313 | 325 | 338 | 350 | 362 | 375 |
| | 4 | 40 | 160 | 173 | 187 | 200 | 213 | 227 | 240 | 253 | 267 | 280 | 293 | 307 | 320 | 333 | 347 | 360 | 373 | 387 | 400 |
| | | 50 | 170 | 184 | 198 | 213 | 227 | 241 | 255 | 269 | 283 | 298 | 312 | 326 | 340 | 354 | 368 | 383 | 397 | 411 | 425 |
| | | | 180 | 195 | 210 | 225 | 240 | 255 | 270 | 285 | 300 | 315 | 330 | 345 | 360 | 375 | 390 | 405 | 420 | 435 | 450 |
| | | 10 | 190 | 206 | 222 | 238 | 253 | 269 | 285 | 301 | 317 | 333 | 348 | 364 | 380 | 396 | 412 | 428 | 443 | 459 | 475 |
| | | 20 | 200 | 217 | 233 | 250 | 267 | 283 | 300 | 317 | 333 | 350 | 367 | 383 | 400 | 417 | 433 | 450 | 467 | 483 | 500 |
| 5 | 30 | 210 | 228 | 245 | 263 | 280 | 298 | 315 | 333 | 350 | 368 | 385 | 403 | 420 | 437 | 455 | 472 | 490 | 508 | 525 | |
| | 40 | 220 | 238 | 257 | 275 | 293 | 312 | 330 | 348 | 367 | 385 | 403 | 422 | 440 | 458 | 477 | 495 | 513 | 532 | 550 | |
| | 50 | 230 | 249 | 268 | 288 | 307 | 326 | 345 | 364 | 383 | 403 | 422 | 441 | 460 | 479 | 498 | 518 | 537 | 556 | 575 | |
| | | 240 | 260 | 280 | 300 | 320 | 340 | 360 | 380 | 400 | 420 | 440 | 460 | 480 | 500 | 520 | 540 | 560 | 580 | 600 | |
| | 10 | 250 | 271 | 292 | 313 | 333 | 354 | 375 | 396 | 417 | 438 | 458 | 479 | 500 | 521 | 542 | 563 | 583 | 604 | 625 | |
| | 20 | 260 | 282 | 303 | 325 | 347 | 368 | 390 | 412 | 433 | 455 | 477 | 498 | 520 | 542 | 563 | 585 | 607 | 628 | 650 | |
| | 30 | 270 | 293 | 315 | 338 | 360 | 383 | 405 | 428 | 450 | 473 | 495 | 518 | 540 | 563 | 585 | 607 | 630 | 653 | 675 | |
| | 40 | 280 | 303 | 327 | 350 | 373 | 397 | 420 | 443 | 467 | 490 | 513 | 537 | 560 | 583 | 607 | 630 | 653 | 677 | 700 | |
| | 50 | 290 | 314 | 338 | 363 | 387 | 411 | 435 | 459 | 483 | 508 | 532 | 556 | 580 | 604 | 628 | 653 | 677 | 701 | 725 | |
| | | 300 | 325 | 350 | 375 | 400 | 425 | 450 | 475 | 500 | 525 | 550 | 575 | 600 | 625 | 650 | 675 | 700 | 725 | 750 | |

DIRECTIONS.

To find the speed of dictation: 300 words are dictated in 2½ minutes. Required the rate. In left hand margin find 2 minutes 30 seconds. Run finger *along* line to 300. At top of column is found 120, the required speed per minute.

To find the time required for a dictation: 240 words are to be dictated at 90 words a minute. Required the time to be consumed in the dictation. At the top find the speed 90. Run finger *down* column to 240. In the left hand margin opposite is found the time required, 2 minutes and 40 seconds.

the why or wherefore of the original errors.

Would it not be a benefit to both teacher and pupil if the work could be corrected in class by the pupils themselves?

If the subject of the transcription work were carefully chosen, it might serve the double purpose of imparting useful knowledge of practical business methods and of serving as an object lesson in punctuation, spelling, and general meaning of words. For instance, the teacher might dictate to the advanced class "The Stenographer Whom Everybody Wants." This should be transcribed and handed to the teacher the same day; but instead of the teacher spending hours in the correction of each copy, she simply glances over them, makes a note of leading errors for comment in class; then the following day the transcripts are handed back to the class, to be carefully corrected by the pupil, as the teacher reads back from the correct original dictation. As the teacher reads on slowly, questions are asked as to the meaning and use of new words, in order that pupils may gain an extended vocabulary; the spelling and punctuation are commented upon, and pupils asked to give reasons for punctuating in the way illustrated by the article in question. Each pupil is then required to rewrite the exercise and hand it to the teacher that day, and a record is kept of all such work.

Some teachers may object to this method as taking too much time away from the dictation period; but is it not better to do a little well and thoroughly upon the part of the pupil, than much dictation carelessly transcribed and slavishly corrected by the teacher?

We often hear a lazy pupil give as an excuse, when asked why his work has not all been handed in: "The teacher has not corrected it yet." Thus the poor teacher has to be the scapegoat of the whole school, and the principal or proprietor too often fails to see wherein the real difficulty lies, or the proper remedy to apply.

This principle might also be carried out in the care of the typewriters. Usually a careless pupil will get a machine all out of order, then ask the teacher to adjust it for him, and simply take another machine, or sit idly by until that is ready. If each pupil could be made responsible for his machine, or a certain number of machines, for a stated length of time, until he had thoroughly learned its proper care and use, the work of the teacher would be considerably lightened and the pupil would have formed lasting habits of a beneficial nature.

The preliminary shorthand work could be made much easier for the teacher if more time were given to class instruction upon the principles, each rule being carefully illustrated upon the blackboard, with special drills upon logograms and contractions. All sentences and letters being dictated to the class in general, after careful preparation; introducing the *Progressive Dictation Exercises* as they are arranged to come with the work of the *Amanuensis*. This gives more variety to the work, tends to make the scholars more thorough in their work, and does away with much of the tiresome drudgery of individual instruction. It has often been noticed that where "individual instruction" is made a special feature of the school, the pupils are apt to be extremely self-

ish, and jealous of each new pupil; for they look upon him as coming in to take away a share of the teacher's time, which they feel belongs to them.

In public school work it has long been the custom to appoint "monitors" to assist the teacher in all pertaining to the work of the room, and the pupils usually take great pleasure and pride in being thus appointed. In business schools the same idea might be carried out with lasting benefit to both teacher and pupil.

EDITORIAL.

THE NATIONAL SHORTHAND REPORTERS' ASSOCIATION AND THE SPEED CONTEST.

We have to apologize to our readers for having in this issue of the *MAGAZINE* no report of the proceedings of the Denver convention of the National Shorthand Reporters' Association. Our correspondent at Denver was instructed to report the proceedings as usual, but we fear he, along with some others, fell into the error of supposing that the speed contest was all there was of the convention. The report he sends of the contest appears elsewhere in this issue. We shall endeavor to have an adequate report of the convention proper in our next issue.

We can not but feel that the National Shorthand Reporters' Association is in danger of being swamped by these speed contests.

Whenever the day comes (and there are symptoms that it is at hand) in which the important functions of that great organization—the immensely useful work of its legislative committee, the great possibilities of its standardization committee, the enlightening papers presented by members, and their free discussion in serious debate by those present at the convention—when these things are cast into the shade and become practically neglected because of a passing feverish interest in a sporting event, it will be high time for the council of the association to think again and to get ready to take some backward step that will really count for progress forward.

It would not be so bad if the speed contests were so prearranged and conducted as to admit of their demonstrating something of scientific value in the field of shorthand knowledge and experience. If they were to show, for instance, how fast a shorthand reporter (any shorthand reporter whosoever) can really report spoken English, that would be interesting and might be useful. But to do that it is essential that the writer shall make a real report; that he shall actually reproduce the words that were really spoken, without addition thereto or subtraction therefrom or variation thereupon. But we submit that when the object is to determine the amount of error a

writer will produce when he tries and fails to report at the rate of 280 words a minute, the exhibition becomes unedifying and is unworthy of the patronage of a dignified body of professional men.

CORRESPONDENCE.

PHONOGRAPHIC INSTRUCTION IN
HAWAII.

HONOLULU, H. T., {
May 10, 1910. }

Realizing your world-wide interest in the subject of stenography, it has occurred to us you might be interested in its expression in one of Uncle Sam's Islands—Hawaii, and we are sending a little work done by the children in the high school at Honolulu.

There are no private business colleges here, as we know them in the States, but the high schools and large private schools have business courses as a part of the work, which the children may take in place of the college preparatory if they prefer. In our school of over two hundred children, about half take the business course, or a part of it. These children include Hawaiians, Chinese, Japanese, Portuguese, White and all the mixtures. The Orientals and Hawaiians are always very neat penmen, and their shorthand notes are usually characterized by the same quality. They are sometimes at a little disadvantage in having a smaller English vocabulary, and this makes transcribing a little more difficult if they are uncertain about the form; other than this, we think their work compares very favorably with that of the white children in the States. They are very eager for the course,

which was put in about eight years ago, as there are excellent office positions here for boys and girls of any nationality.

It is perhaps rather trite to repeat that neatness and accuracy are the fundamental basis of success in stenography, but, realizing this, we strive to encourage and develop in the children these qualities by specially selected matter, to be arranged artistically, hoping the results will be evident in the more purely business forms. Under this head we have them select and arrange poems in booklets, making cover designs; quotations with borders, etc. The children specially enjoy this feature of the work and often show market taste and originality in designs. We try to correlate this work with the English, history and other subjects of the school. I am inclosing a general outline of the course, and under separate cover am sending a few samples of the children's work.

These have not been specially prepared or selected, but are taken from the files of their regular daily work; such matter is so heavy, however, that I have sent only a few pieces. The only class-work is the day's home-work in shorthand, which was prepared the night before, and this is sent just as it came from the children without correction or looking over. Of course you know the emphasis is laid on business forms, which is true of all schools, so I am sending only a few letters to illustrate what they do in that line.

I should like to send the work of different classes, showing the different arrangements and color schemes, but I think these will perhaps serve to show how the children of Hawaii try to express our motto, that "Life without work is

crime, and work without art is brutal."

I am inclosing a little kodak view of the building. One half of the upper floor is devoted to the business department, which has five rooms—bookkeeping, office, general recitation, and phonographic room—also a room where mimeograph work is done. We have eighteen typewriters, and, in general, the school is well equipt for business work.

Very truly yours,

LENA E. WHITFORD,

*Principal Commercial Department,
McKinley High School.*

[Inclosure.]

GENERAL OUTLINE OF STENO- GRAPHIC COURSE.

Shorthand.

Pitman-Howard—Text.

Phonographic Reader.

Musick's Dictation Course.

Shorthand books studied, transcribed and arranged as the part of Dr. Jekyll and Mr. Hyde sent. Of course the book is completed, but we are sending only a part to illustrate the plan followed.

The Man Without a Country.

Rip Van Winkle.

The Legend of Sleepy Hollow.

Dr. Jekyll and Mr. Hyde.

Parker's Manual for Law Work. (other forms taken from books, local forms here, and a week at court taking actual testimony.)

Brown's Art and Science of Phrase-making.

Dictation and Form Book—Herr and Campbell.

Miscellaneous matter from a variety of books, magazines, papers. The work is sometimes prepared, sometimes given at sight. Some books and parts studied this year have been: The Perfect Tribute, The Story of Glass, Extracts from Jane Addams, Helen Keller, Booker T. Washington, David Starr Jordan, etc., etc.

Typewriting.

Rational—Text completed.

Selected Poems made into booklets. Cover designs, arrangements of quotations, advertisements. Every year special subjects of local interest or

otherwise come up that give opportunity for attractive work.

Juniors and seniors make books of selections from their English work, juniors carrying out a plan something like the form sent, and seniors making calendars.

Speed work, sentences and paragraphs. Transcribing of all dictated matter from the first.

[The specimens of shorthand notes and of typewritten transcripts accompanying Miss Whitford's letter are of exceptionally fine quality of workmanship throughout. The good taste and excellent judgment shown in the arrangement of complicated typewritten matter is not a little surprising. The work needs no allowance whatever to be made for it, as it is above the average we have seen in schools in which the students do not have to contend with the difficulties in respect to English referred to in the letter.—
ED. PHON. MAG.]

ANNOUNCEMENTS.

PREPARATION FOR THE FEDERATION MEETING OF DECEMBER, 1910.

The report of Chairman Morton MacCormac of the committee of arrangements of the National Federation of Commercial Teachers was the important feature of the meeting of the executive committee of the Federation, held August 6, in the Auditorium Hotel, Chicago. Mr. MacCormac reported the program as so far outlined by his committee. The difficulties in making a program, owing to the new system under which the work is being done this year, were pointed out. A high tribute was paid to the several publishers and typewriter men who, Mr. MacCormac declared, had for many years been the backbone of the annual conventions.

The report was followed by considerable discussion of the question whether or not it is proper to place on the general program speakers who are not themselves teachers of commercial branches. This led to the adoption of a resolution, offered by Mr. Walker, directing that the programs for at least two of the general sessions be made up of speakers selected both from within and from without the teaching profession, and declaring it to be the sense of the committee that the Federation is greatly benefited by the addresses of outsiders, and that whenever there is opportunity of listening to men of national prominence in either the educational or business world, such opportunity should be gladly availed of. After the discussion of further details the preliminary work of the committee on arrangements was fully approved and the committee empowered to proceed taking full charge of the program.

Arrangements have been made for the accommodation of the convention in the Auditorium Hotel, where all sessions, both general and sectional, will be held. The manager of the hotel escorted the committee through the various rooms, and it was made clear that the convention will be housed in a manner never before equaled as to comfort and convenience. Satisfactory rates have been secured.

A tentative draft of the general program will be issued next month, and it is hoped that the following month may see the publication of the complete program of the Federation and all sections.

The meeting included members of the executive committee, of the committee on arrangements, as well as various members of the Federa-

tion who were invited to sit informally with the committees in an advisory, though not in a determining, capacity. There were present Enos Spencer, president of the Federation; J. C. Walker, general secretary; C. A. Faust, treasurer; Morton MacCormac, John R. Gregg, J. F. Fish, of the committee of arrangements; Mary S. Horner, of Waterloo, Iowa; Miss Hagenstein, of Cedar Rapids, Iowa; Elizabeth Van Sant, of Omaha; Jerome Howard, of Cincinnati; J. D. Brunner, of Indianapolis; Rev. N. J. Corley, of De Pere, Wisconsin; Raymond P. Kelly, of New York City; Frank M. Evans, of Syracuse, N. Y.; G. W. Brown, of Peoria; James A. Lyons, W. S. McKinney and H. A. Hager, of Chicago.

DOTS AND DASHES.

WONDERFUL TOUCH-WRITING.—Alena Kanka, the wonderful "touch" demonstrator of the Smith Premier Typewriter Company, visited the Chautauqua School of Shorthand and Typewriting (under the direction of Dr. William D. Bridge), and gave an exhibition of her skill on Thursday, July 28, in the presence of professors, ministers, teachers, students, etc. Dr. Bridge sends us a memorandum of four tests to which she submitted:

1. Copying a quotation from an address by Rev. Chauncey Giles, which Miss Kanka had never before seen, at the rate of 104 words a minute.

2. Copying a portion of an editorial from *The Business Journal*, of which Dr. Bridge is the shorthand editor, at the rate of 116 words a minute.

3. A letter having been dictated to Miss Kanka was recopied by her at the rate of 124 words a minute.

4. A memorised sentence of twenty-one words, with twenty spaces, was copied at the rate of 204 words a minute, or at

the marvelous rate of ten strokes of the fingers a second!

"This," says Doctor Bridge, "we call marvelous work, and there was not an error in the entire work!" We quite agree.

WANTED—MALE STENOGRAPHERS.—The United States Government is having a somewhat hard time in obtaining sufficient stenographers and typewriters, male, to fill the demands, and the Civil Service Commission has sent out an announcement of an examination to be held on August 23. The announcement calls attention to the fact: "As several recent examinations have failed to secure a sufficient number of eligibles, all men who are willing to accept appointment at Washington, D. C., at an entrance salary of \$840 or \$900 per annum, and who can comply with the requirements, are urged to enter this examination."—*Providence Journal*.

A NEW LIFE OF DR. TIMOTHY BRIGHT, THE FATHER OF MODERN SHORTHAND.—While we have already something like half a dozen more or less exhaustive biographies of the late Sir Isaac Pitman, it is a singular anomaly that although nearly three hundred years have past since the death of Timothy Bright, whose quaintly-styled "Characterie" was the prototype of all our modern shorthand schemes, no adequate life of the old doctor has yet appeared.

He is now to receive tardy recognition by the publication of a detailed account of his eventful career from the pen of Wm. J. Carlton, of London, England, whose researches have brought to light a number of new and highly-interest-

ing facts concerning the Elizabethan "doctor of phisicke" and his "new sprong ympe."

The places of Bright's birth and burial are definitely fixed for the first time. The title of, and copious extracts from, his earliest work (hitherto unknown); the location of a second copy of his famous "Characterie;" his experiences as physician of, and eventual dismissal from, St. Bartholomew's Hospital; his first curacy in London; his squabbles with his Yorkshire parishioners—these are only a few of the topics dealt with in Mr. Carlton's book, which will correct many errors of previous writers and settle some disputed points.

The book will consist of over two hundred pages, fully illustrated by photographs and facsimiles, with pedigree and bibliography; and will be published by Mr. Elliot Stock, 62 Paternoster Row, London, England, at 10s. 6d. net. As only a limited number of copies is being printed, every shorthand writer who wants to know something of the founder of his art should at once make certain of getting his copy.

SCHOOLS AND TEACHERS.

EDNA FLIPSE, of Sheboygan, Wis., has accepted a position as teacher of shorthand and typewriting in the Madison (Minn.) High School.

CORA BERCAW (certificated), formerly of the Spencerian Business College, Milwaukee, has accepted a position with Littleford School, Cincinnati.

NORMA STROUSE will be in charge of the shorthand department of the Portsmouth (Ohio) College of Business, beginning with the school year of 1910-11.

MARY HOUSTON, formerly of Tell City, Ind., has been engaged to take charge of

the shorthand department of the Capital Commercial School for the coming school year.

S. E. THOMPSON, formerly of the Ferguson Business College, Ironwood, Mich., has been elected principal of the commercial department of the high school of Fountain City, Tenn.

I. R. STOUT, who last year had charge of the commercial work in the Wooster (Ohio) High School, will this year fill a similar position in the Bellaire (Ohio) High School.

W. L. OHMERT, formerly of the North Division High School of Milwaukee, has been appointed to a position in the department of business technique in the new High School of Commerce of Columbus, Ohio.

MYRTLE A. DENTON (certificated) has renewed her engagement with the Reynolds Business School, of Amsterdam, N. Y., where she will be in charge of the shorthand instruction for the coming school year.

JOHN EDWARD MARTIN, of the class of '10, of the State Normal School, Salem, Mass., takes charge of the commercial department of Geneseo (Ill.) Collegiate Institute at the opening of the school year in September.

C. W. HOLLINGSWORTH, of Richmond, Indiana, will be in the commercial department of the Middletown (Ohio) High School during the school year just beginning. Mr. Hollingsworth formerly taught in Oakwood Seminary, Union Springs, N. Y.

W. F. MAITREJEAN has renewed his contract with the Powell County High School, Deer Lodge, Mont., and will continue in charge of the commercial department during the coming school year. Benn Pitman phonography will be taught in the shorthand department.

MABEL E. RICE, of Newport, Pa., has been engaged as a member of the corps of shorthand teachers of the Eagan Schools of Business, of New York City and Hoboken, N. J. Miss Rice was last year in charge of the shorthand work in Tubman High School, Augusta, Ga.

THE ANNUAL graduation exercises of the New London (Conn.) Business College were held on the evening of July

28, when diplomas were awarded to thirty pupils. Ex-Governor Utter, of Rhode Island, delivered the address of the evening, and President Brubeck the address to the graduates.

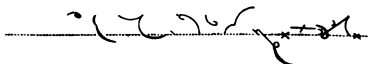
THE MANAGEMENT of the School of Commerce of Marion, Ohio, has recently changed through the withdrawal of William Bauer from the firm of proprietors. C. G. Davis, who for several years past has been connected with the school, succeeds to Mr. Bauer's interest, and the firm name is now Elicker and Davis.

THE COMMERCIAL DEPARTMENT of South-ern College, Sutherland, Fla., has developed into a full-sized school of commerce under the directorship of Prof. W. C. Baugh. The requirement for graduation from the shorthand department is a working speed of 120 words a minute for ten minutes on new matter with correct transcription.

MRS. E. V. KENDALL, of New Bedford, Mass., who for many years past has had a successful experience as a private teacher of Benn Pitman phonography, has decided to organize her teaching work on a more extensive basis, and she now opens the Kendall Shorthand School with rooms in the Merchants Bank Building, New Bedford. Mrs. Kendall is a practicing law and general reporter.

CHARLES H. MCGUIRE (certificated), late of the Salt City Business College, Hutchinson, Kansas, has been elected head of the commercial department of the public high school of Austin, Texas. Commercial work is a new departure in this school, and in Mr. McGuire's hands it starts under most favorable auspices.

THE BOOTHE BUSINESS SCHOOL opens its doors this month in the Ritter Building, Huntington, W. Va. J. Edwin Boothe (certificated), the principal, is well known for his successful work in the commercial department of the Covington (Ky.) High School, and at the head of the shorthand department of the summer school instituted several years ago by the National Cash Register Company, of Dayton, for the benefit of its employees. We see a bright future for the new school in Huntington.



[Learners' Department.]

HAWTHORNE'S BIOGRAPHICAL STORIES.—Continued.

tribute... comfort... amusement... therefore insisted
that George... play football...
... questions... answers.

George resolutely... did not
Edward's chamber till... when...
somewhat... father's... evident... motion
Edward's... slight trembling... that... aware
George's entrance... footsteps... inaudible...
... little... from one... other...
... messenger... between...

Mr... without...

SAMUEL JOHNSON—BORN 1709. DIED 1784.

... Mr. Michael... Lichfield, one...
very feeble... Uttoxeter... tend...
... market-place there."

... hundred... elderly... once...
thriving... Lichfield... England...
... every market-day... neighboring
village... Uttoxeter.

... Mr... great... very singular
aspect... intelligent... seamed... distorted...

scrofulous humor / affected °)) badly that sometimes
 blind, tremulous
 motion, afflicted ° When infant
 Queen tried hands
 queen) certain remedy scrofula pro-
 duced good
 lad) not very well dressed...
 wore from old father
 supporting children family
 pride nobleman's England fact
 felt ability entitled great
 from world. Perhaps glad grown people
 treated reverentially schoolfellows did. Three
 accustomed every while one
 others supported school triumph.
 personage could not
 standing Uttoxeter market offering ig-
 norant country people. Doubtless felt more reluctant
 account clothes disorder tremulous mo-
 tion

When Mr. Michael pouted made...

grumbling throat. old father
answered loudly deliberately.

not Uttoxeter market!

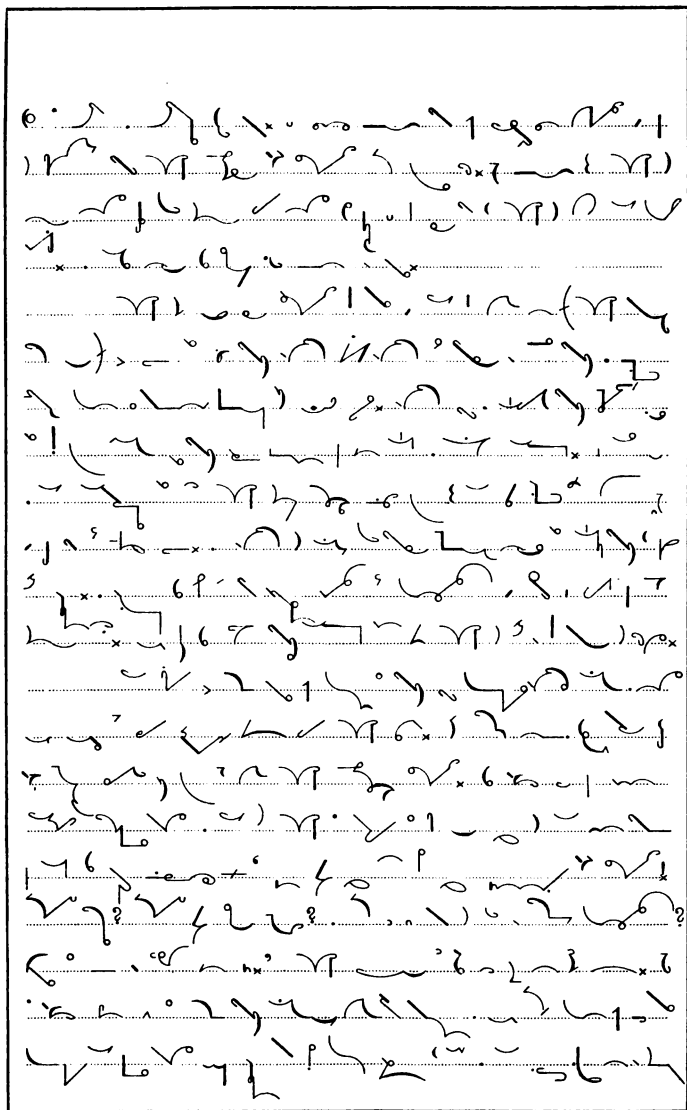
Mr. great lad's
while younger old gentleman probably used
whenever occasion seemed require feeble
spirits contend violent-tempered
therefore point prepared Uttoxeter

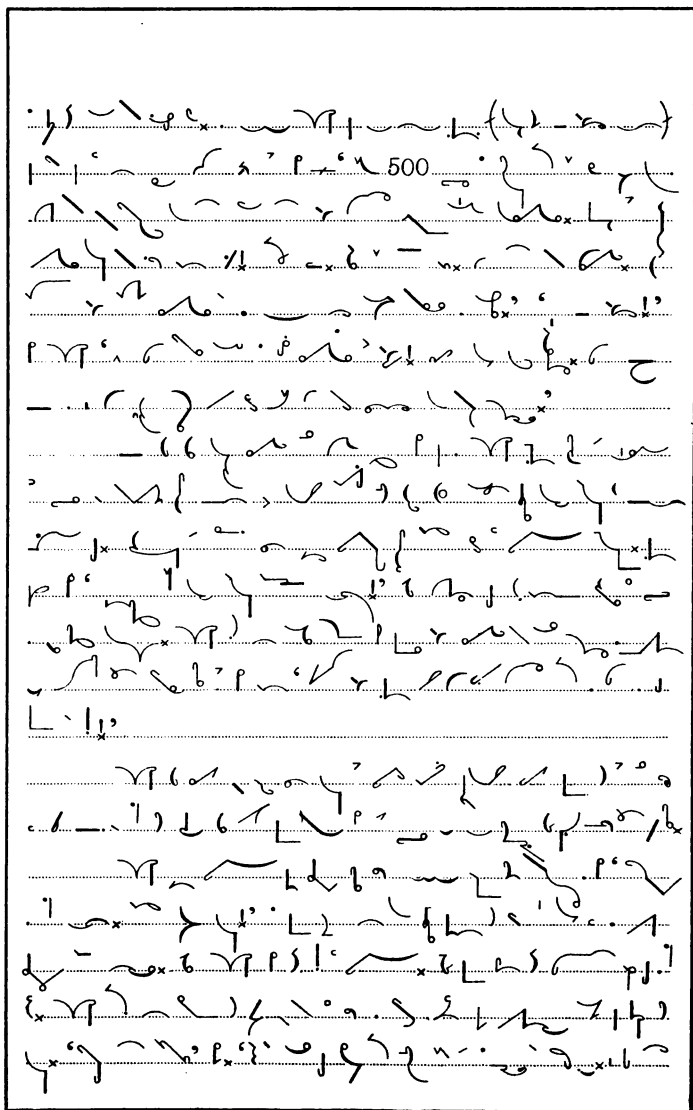
"Well Mr. hat
pride suffer father stand confusion
market when bed more
when dead

old perhaps certainly
heart towards Uttoxeter, gray-haired, feeble,
melancholy Michael that
support ungrateful proud father
mother after Mr. countenance
till

[To follow Lesson XXXII]

when old figure went street
more heart smite vivid



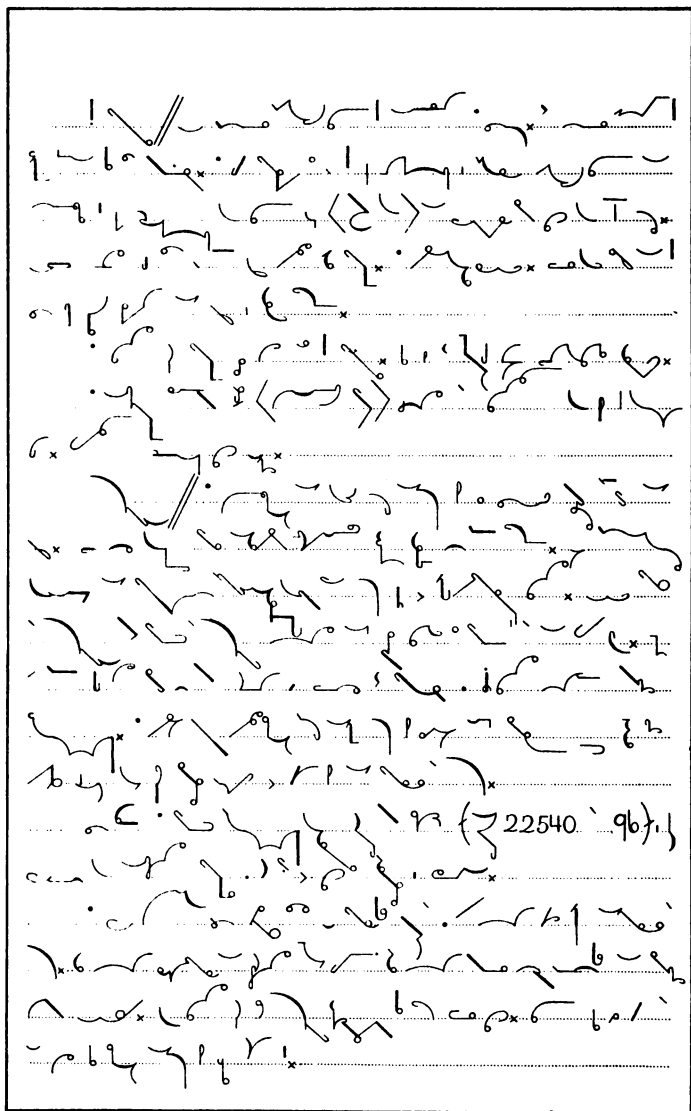


[To be continued.]

[In the Reporting Style.]

HOW THINGS ARE MADE.—Continued.

14.7 1.7 89.6 17.1 4.3 74.8 x 11.4 3.5 70 21.5 3.5 84 19.1 3.2 83
 82.8 03 23 57.5
 2.5 21.6 80 74.2 .93 8 100 71.7
 11.6 120 151.4 1.26 7.9 120 171.8
 1.43 7.5 120 197.6 1.64 12.5 100 63
 63 3.8 92.5 31 66 75.5 33 56
 17 01 1.4
 2 2.5 1.6
 13 17
 15 25 170
 25 66 58.5
 2.3 6 10560
 176 10560



The page contains musical notation in a shorthand system, likely a form of musical shorthand or a specific notation system for a particular instrument or voice. The notation is written on a five-line staff and includes various notes, rests, and bar lines. The notation is dense and covers most of the page.

Key elements of the notation include:

- Notes: Various shapes and symbols representing musical notes, some with stems and flags.
- Rests: Symbols indicating periods of silence or rest.
- Bar lines: Vertical lines dividing the music into measures.
- Time signatures: Symbols indicating the tempo and meter, such as $\frac{1}{2}$, $\frac{3}{4}$, and $\frac{6}{8}$.
- Dynamic markings: Symbols indicating the volume or intensity of the sound, such as f (forte) and p (piano).
- Other markings: Various symbols and numbers, including 120 , 25 , $5-8$, 2.755 , $30-50$, $45-60$, $5-1.1$, 15 , 33 , $1/8$, $6/6$, 17 , 06 , 96 , 5 , and 13 .

cent to 17 per cent for the artificial product against 15-25 per cent for real silk. The average loss in strength on wetting is given at 70 per cent for all varieties (Escalier).

I have recently received a sample of a 25 denier artificial thread containing 66 filaments, which has a breaking strain of 58.5 grammes. This shows a breaking strain of 2.3 grammes per denier. This is quite as strong as some natural silks. A pound of this silk would contain 176,000 yards, which would contain 10,560,000 yards of filaments, or six times the length which a corresponding weight of natural silk of the same size would contain.

Dyeing properties.—No two makes of artificial silk dye in exactly the same way. All the makes on the market dye with the direct, or cotton dyes, as might be expected. The general procedure is to dye at a low temperature, but I have seen artificial silk in mixtures dyed at the ordinary temperature for silk, after a "boiling off" in 1 per cent soap solution for 1½ hours. Ingrain colors do not seem to give fast results on this product; the reason for this is unknown. Difficulties have been experienced in dyeing some dark shades satisfactorily in the past, but these have been overcome.

The cellulose acetate product stands alone in its dyeing properties; it is stated that a dye-bath containing alcohol greatly facilitates this operation.

The nitro-product is not capable of standing the "Lancashire bleach," but samples of cellulo-silk have stood it fairly well. Real silk would go into solution under the treatment.

Waterproofing.—The lack of strength in the finished yarn in the wet state has as mentioned been a source of great complaint in the past. Great improvements have taken place in this respect and there are indications that with time this defect may be altogether overcome. Naturally all manufacturers have been engaged in the problem of preventing this degradation of the fiber when wet, due to the hydration of the reprecipitated cellulose. No known process of waterproofing by the application of waterproof materials in a suitable solvent is applicable, or of any real value. An attempt on altogether different lines has been made by Escalier, who claims that he brings about a condensation of the cellulose molecule by treatment with formaldehyde. The recently published results of the strength of yarn in the dry and wet state certainly indicate a specific action, and that this treatment reduces the tendency for the thread substance to return to the jelly state in the presence of water.

Some years ago the application of formaldehyde for this

purpose was patented by Strelehnert (Eng. Pat. 22,540 of 1896), but it was only claimed for nitro-cellulose products and was applied to the solution of that substance before squirting.

The only alternative to some such process seems under present conditions to be the use of a raw material which will not hydrate in the presence of water. This material is undoubtedly present in acetyl-cellulose, and if the working of this material becomes amenable to commercial conditions, any special treatment will be unnecessary. However, cellulose acetate is so waterproof that it will not absorb dyes from aqueous solution. Silk itself has the advantage of not losing its strength in the wet state, yet it is easily dyed.

The loss in strength on wetting is a temporary defect. It is entirely regained on drying. For example, fabrics of artificial silk and silk in mixture were boiled in 1 per cent soap solution for 1½ hours in order to discharge the silk gum from the silk. They have suffered little, if any, deterioration from that process. Care is needed in the handling in the wet state, but it is not beyond the scope of modern dyeing and finishing to meet the necessary conditions, even with very fine counts.

Any further small reductions in the loss on wetting will materially decrease the difference which exists to-day between the relative strength of these yarns and silk, and bring nearer the time when they may be equal in this and other respects.

Scroup.—The peculiar rustle which silk possesses when dried out of solution of acid is imitated when these artificial fibers are treated in the same manner, so that in this respect the behavior of the two fibers is identical. This fact may, on investigation, give some more definite explanation as to the cause of this phenomenon.

The brilliancy of the fiber in the coarse counts is greater than that of real silk. In the processes dealing with the production of these yarns directly from cellulose, the chief factor in obtaining this is the method of stretching the yarn during drying. The nitrocellulose product, if properly denitrated, is very brilliant, owing to the surface condition of the fibers and as in other makes the continuous nature of the filaments.

Size of Individual Filaments.—The 120-denier thread of to-day varies in the number of the individual filaments, but it may be said not to exceed twenty-five in number; so that the size of the individual filament may be taken at from five to eight denier. Actual silk averages 2.755 denier per

time this so-called artificial silk has hardly come into direct competition with the natural product, and that this has been an important factor in favor of its development in the past. It has created and is creating uses for itself. Its selling price bears little relation in its fluctuations to that of real silk; but with the demand in excess of the supply this is not in itself conclusive evidence in this direction, but it tends to confirm other known facts.

With the material now being introduced in finer counts, it may certainly enter into direct competition with silk. The substitute must then chiefly claim advantage on the grounds of price value. With an improvement in strength in both the dry and wet state, competition must increase, as it has done in the past between the natural and artificial indigo, and alizarin products, and be governed by the relative conditions of supply. The last fifteen years have seen a marked improvement in strength and so-called elasticity. There is no evidence that the limit has been reached, or even approached.

There is also the question of the relative "covering power" of the yarns when woven. The ordinary makes of artificial silk have only sixty per cent of the covering power of natural silk. With an increase in the number of filaments in each thread a corresponding improvement in this respect naturally follows, as in the cellulo-silk product. The limit to-day may be put at 60-75 per cent of that of real silk. So that there is still room for improvement in this direction. The density of the cellulose substance is about ten per cent in excess of silk, so that a covering power of ninety per cent may be regarded as the maximum under equal conditions.

This is hardly the occasion to do more than point out the financial gain which has ultimately come to those who have carried this industry to its present state on the Continent. Notices which occur in the textile journals from time to time indicate this in detail. The leading companies have paid steady and increasing dividends up to fifty per cent or more.

The manufacture of yarns by a process entailing the solution of the raw material as a preliminary step has, therefore, become a reality. It is evident that the future will see an extension of output, due to the growing appreciation of the value of these yarns, and the consequent extension of its uses.

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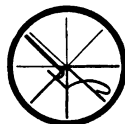
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